REPORT RESUMES

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LEADERSHIP OPPORTUNITIES IN THE ADMINISTRATION OF THE JUNIOR COLLEGE RESIDENCE PROGRAM, PROCEEDINGS OF THE SOUTHEASTERN REGONIAL LEADERSHIP INSTITUTE (BANNER ELK, NORTH CAROLINA, AUGUST 5-9, 1963).

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THIS INSTITUTE (AUGUST 1963) DEALT WITH THE QUALITY OF LEADERSHIP AS SHOWN IN THE CAMPUS RESIDENCE PROGRAM. THE PAPERS COVERED (1) THE NECESSARY STEPS TO CONSIDER IN PLANNING NEW HOUSING, (2) RENOVATION OF SOUND BUILDINGS, (3) REPLACEMENT OF OLD BUILDINGS, (4) THE NEED FOR RULES AND REGULATIONS AND FOR THEIR EFFECTIVE ADMINISTRATION, (5) THE INFLUENCE ON REGULATIONS ON (A) THE INSTITUTION'S OWN PURPOSES, (B) PARENTAL WISHES, (C) THE NEED FOR STUDY FACILITIES AS WELL AS THE ENCOURAGEMENT OF DECORUM AND DISCIPLINE, AND (D) THE FREEDOMS AND RESTRAINTS OF GROUP LIVING, (6) THE RESIDENCE AS A PLACE FOR ADDITIONAL LEARNING THROUGH ARTWORK, MUSIC, BOOKS, PHYSICAL CONNECTION WITH THE LIBRARY, AND THE PRESENCE OF INSTRUCTORS ON THE HOUSE STAFF, (7) THE USE OF THE HOUSES FOR ALL-CAMPUS SOCIAL ACTIVITIES, (8) DEVELOPMENT AND MAINTENANCE OF THE MORALE OF THE RESIDENCE STAFF, (9) INSERVICE TRAINING OF A NON-PROFESSIONAL STAFF, (10) SUGGESTED STAFF-TO-STUDENT RATIOS, AND (11) SAMPLE CASE STUDIES ON VIOLATIONS OF RULES. (HH)

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LEADERSHIP OPPORTUNITIES
IN THE ADMINISTRATION OF THE
JUNIOR COLLEGE RESIDENCE PROGRAM

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LEADERSHIP OPPORTUNITIES IN THE ADMINISTRATION OF THE JUNIOR COLLEGE RESIDENCE PROGRAM

PROCEEDINGS
of the
Southeastern Regional Leadership Institute
on Administration of the Junior College Residence Program

Lees-McRae College
Banner Elk, North Carolina
August 5-9, 1963

SOUTHEASTERN REGIONAL

JUNIOR COLLEGE LEADERSHIP PROGRAM

sponsored jointly by the

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FOREWORD

Forty-six administrators, representing 30 junior colleges in eleven states, participated in the Southeastern Leadership Institute on Administration of the Junior College Residence Program at Lees McRae College, Banner Elk, North Carolina, August 5-9, 1963. Three Universities, an architectural firm specializing in educational buildings and a national food service chain were also represented as staff and as consultants.

Regrettably the reports of the Institute proceedings printed herein are incomplete, due simply to a temperamental tape recorder. The inclusion/exclusion of materials in/from this edition are no reflection of their importance or lack of importance. The tape recorder made the selections by recording at times, and refusing to record at others. All speeches, panels and reports were significant, well-done, and worthy of inclusion. The editor sincerely regrets thet all were not recorded, even while she rejoices that she was able to include in these pages at least one example of each type of presentation.

Two major addresses are missing--those by Dr. Marjorie Carperter, Professor of Humanities at Stephens College, Columbia, Missouri and by John W. Hill, Vice President of

Morrison's Cafeteria Consolidated, Inc., Mobile, Alabama. Both addresses were stimulating, informative, and informal. Being spontaneous and from brief notes only, the speeches were not available in writing. The recorder went through all its observable motions without picking up any words. It is with sincere apologies to the readers for unintentionally depriving them of these outstanding addresses that we print this report without Dr. Carpenter and Mr. Hill's speeches.

All materials herein have been edited and submitted to their authors for approval. Cooperation of all these individuals was enthusiastic, rewarding and sincerely appreciated.

Grace R. Maxwell, Editor
Florida State University

HISTORY OF THE LEADERSHIP INSTITUTES FOR THE SOUTHEAST

The Leadership Institute on Administration of the Junior College Residence Program held at Lees McRae College, Banner Elk, North Carolina, August 5-9, 1963, was the sixth summer institute held since September 1, 1960 when the Southeastern program was launched under financial sponsorship of the W. K. Kellogg Foundation. The original grant by the Foundation was for a four-year period ending in August 1964. It has recently been renewed for three additional years.

The Junior College leadership program for the Southeastern Region is under the direction of the Florida State University and the University of Florida. Dr. Raymond E. Schultz of the Department of Higher Education at Florida State University (Tallahassee) is co-director with Dr. Robert R. Wiegman of the College of Education, University of Florida (Gainesville). Assistant directors are Dr. Maurice Litton, Florida State University, and Dr. Willis LaVire, University of Florida.

The institutes, held each summer, are only one of the major types of activities the program provides for assisting junior college administrators in the Southeastern Region. Other services include fellowship grants for graduate study, preparation and distribution of publications, and consultative service. At least two institutes have been held each year--one for administrative teams in general and one for administrators in certain areas of campus organization.

The first two institutes were held in the summer of 1961. The general meeting, held at the University of Florida, brought junior college administrative teams together. The more specialized institute, held at Appalachian State Teachers College in Boone, North Carolina, was limited to recently-appointed junior college presidents and their wives. Twelve states and 42 junior colleges were represented by the 107 administrators who attended the first conference. Twenty junior college presidents and their wives participated in the second.

In 1962 another annual administrative team institute, held at the Florida State University, was attended by 98 administrators from 42 institutions in 11 Southeastern states. The second summer institute, for recently-appointed junior college deans, was attended by 22 deans representing colleges in 7 states. The campus of Appalachian State Teachers College, Boone, North Carolina, was the scene of this second summer institute.

Early that same year (January 24-27, 1962) a conference exclusively for administrators of Negro junior colleges was co-sponsored by the Regional program and A. & M. University. Nineteen administrative officers from 13 institutions in 5 states (Florida, North Carolina, South Carolina, Tennessee, and Virginia) attended the conference on the A. & M. University campus, Tallahassee, Florida. (Administrators of Negro junior colleges have also participated in each of the administrative team institutes.)

The Institute at Banner Elk, North Carolina, was preceded by the third annual institute for administrative teams which was held at Daytona Beach. Nine southeastern states were represented by 145 administrators from 48 junior colleges.

Public, private, and denominational junior colleges are represented at all these conferences. Furthermore, families of administrators are invited and provisions are made for their comfort and entertainment.

All institutes have been ethusiastically attended. They have been timely, significant, helpful to participants and of exceptional value to the entire junior college program in the Southeastern Region. The W. K. Kellogg Foundation deserves the deep appreciation of educators, parents, students, and all other citizens of this region for supplying funds to support the leadership program for junior college administrators. As these colleges increase in number and scope the demand for outstanding administrators becomes increasingly critical.

Dr. Raymond E. Schultz
Professor of Higher Education
Florida State University

SOUTHEASTERN REGIONAL LEADERSHIP INSTITUTE ON ADMINISTRATION OF THE JUNIOR COLLEGE RESIDENCE PROGRAM

August 5-9, 1963
Lees-McRae College
Banner Elk, North Carolina

MONDAY: Educational Possibilities of the Residence Program
Presiding: Raymond E. Schultz, Florida State University

8:30- 9:15 Orientation and Announcements

9:15-10:00 Address: "College Residence Facilities as a Place to Learn"

Dr. Duncan Wimpress
Monticello College
Alton, Illinois

10:00-10:15 Break

10:15-10:45 Address: "Stephens College's Efforts to Obtain Educational Benefits from Its Residence Program"

Dr. Marjorie Carpenter
Stephens College
Columbia, Missouri

10:45-11:30 Questions and Discussion - The Speakers

11:30- 1:00 Lunch

1:00- 2:00 Reports of Social and Recreational Programs for Residence Students

1. Wesley College........... Donald Douglass
2. Abraham Baldwin College.. Vernon Yow
3. Virginia Intermont....... John Allred

2:00- 3:00 "Ask the Experts"

Participants will pose problems relating to educational, social, and recreational aspects of their residence programs. Panel members and participants will suggest solutions.

Panel Members:

1. Duncan Wimpress, Monticello College
2. Ben Wheless, Sullins College
3. Budd Smith, Wingate College
4. Willis LaVire, University of Florida, Chairman

* * * * *

TUESDAY: Regulations and the Residence Program
Presiding: Robert Wiegman, University of Florida

8:30- 9:30 Panel: "Rationale for Regulations as Dictated by---

1. Institutional Purposes"
   Robert Andress, Young Harris College
2. Parental Expectations"
   Irby D. Engram, South Georgia College
3. The Need to Create a Climate for Learning"
   Roy O'Donnell, Mt. Olive Junior College
4. Group Living"
   Raymond Carson, Ferrum Junior College

9:30-10:00 Questions and Discussion

10:00-10:15 Break

10:15-11:30 Review of specific regulations in effect at participating institutions

Dr. Maurice Litton
Florida State University

11:30- 1:00 Lunch

1:00- 1:45 Address: "Administering Regulations"

Dr. Elizabeth Greenleaf
Indiana University

1:45- 2:00 Questions and Discussion

2:00- 3:00 Topic: "Dealing with Violators"

Reports on cases involving violations of regulations. The facts only, not the action taken, will be reported. The panel will describe how they think they would handle each case immediately after it is presented.

Case Reports

W. P. Lipscomb, Perkinston College
Mrs. Kenney Harper, Midway Junior College
Charles Elder, South Georgia College
S. David Frazier, Young Harris College

Panel

Dorcas Gambill, Andrew College
Robert Halstead, Gaston Technical Institute
John C. Allred, Virginia Intermont
Elizabeth Greenleaf, Indiana University

* * * * *

WEDNESDAY: Personnel for the Residence Program
Presiding: Maurice Litton, Florida State University

8:30- 9:15 "Qualifications Sought for Personnel to Operate the Residence Program"

1. Maintenance and custodial personnel
   Robert Anderson, Hiwassee College
2. Food service personnel
   W. P. Lipscomb, Perkinston College
3. Supervisory staff for the Residence Halls
   George Gerding, Wingate College

9:15-10:00 Questions and Discussion

10:00-10:15 Break

10:15-11:00 Panel: "Locating and Attracting Personnel to Operate the Residence Program"

1. Dr. Elizabeth Greenleaf, Indiana University
2. Mrs. Kenny Harper, Midway Junior College
3. Robert Halstead, Gaston Technical Institute
4. L. E. Roberts, Middle Georgia College
5. Mrs. Grace Maxwell, Florida State University

11:00-11:30 Questions and Discussion

11:30- 1:00 Lunch

1:00- 1:30 Address: "Inservice Improvement of Residence Program Staff"

Dr. Elizabeth Greenleaf
Indiana University

1:30- 2:00 Questions and Discussion

2:00- 2:30 Address: "Developing and Maintaining Morale of the Residence Program Staff"

Dr. Robert Wiegman
University of Florida

2:30- 3:00 Questions and Discussion

* * * * *

THURSDAY: Facilities for the Residence Program
Presiding: Robert Wiegman, University of Florida

8:30- 9:30 Symposium: "Determining When to Renovate, Replace, and Expand Residence Facilities"

1. "Why Monticello College decided to renovate existing residence facilities"
   Duncan Wimpress
2. "Why Wingate College decided to expand its residence facilities"
   Budd Smith
3. "Some bases for deciding when to replace existing residence facilities"
   John Rowlett

9:30-10:00 Questions and Discussion

10:00-10:15 Break

10:15-11:00 Address: "Planning New Residence Facilities"

John Rowlett
Caudill, Rowlett and Scott of
Houston, Texas

11:00-11:30 Questions and Discussion

11:30- 1:00 Lunch

1:00- 2:15 Symposium:

1. "How Andrew College Financed New Residence Facilities by Gifts"
   George Gambill

2. "How Virginia Intermont College Financed New Residence Facilities by Private Loan"
   Louis Taylor

3. "How Middle Georgia College Financed New Residence Facilities by Federal Loan"
   Emory Grant

2:15- 3:00 Questions and Discussion

* * * * *

FRIDAY: Financial Management of the Residence Program
Presiding: Willis LaVire, University of Florida

8:30- 9:15 Address: "Contracted Institutional Food Services"

John W. Hill
Morrisons Cafeteria Cons., Inc.
Mobile, Alabama

9:15-10:00 Questions on contracted institutional food services directed to
Mr. John Hill and
Mr. Gene Roberts
Morrison's Food Service

10:00-10:15 Break

10:15-11:00 Panel: Problems encountered in the food service program will be related by members of the panel. Reactors will suggest solutions. Other participants are invited to pose problems and suggest solutions.

Panel

Jack Howard, Hiwassee College
Woodrow Light, Gordon Military College
Robert Andress, Young Harris College

Reactors

Max Chapman, Lees-McRae College
George Gerding, Wingate College
Duncan Wimpress, Monticello College
Gene Roberts, Morrisons, Inc.

11:00-11:30 Informal exchange of ideas among participants on practices and procedures relative to the food service that have proven effective.

11:30- 1:00	Lunch
1:00- 2:00	An explanation of cost accounting and cost analysis procedures by Mrs. Opal Corley, Administrative Assistant, Housing Office, Florida State University. Participants are encouraged to raise questions at any point in the explanation.
2:00- 3:00	Panel: "Purchasing and Accounting Procedures Effectively Employed at Selected Junior Colleges" Raymond Holmes, Ferrum College Ben Sutton, Chowan College J. Talmadge Webb, Abraham Baldwin College Mrs. Lucy Johnson, Midway Junior College
6:30- 8:00	Banquet for Participants and Their Spouses Presiding: Maurice Litton Entertainment: School of Music, Florida State University

COLLEGE RESIDENCE FACILITIES AS A PLACE TO LEARN

Duncan Wimpress, President
Monticello College
Alton, Illinois

I confess to a composite of four emotions in appearing before you this morning: All at one and the same time, I'm pleased, flattered, surprised, and frightened.

As you know, the theme of the conference is "Administration of the Junior College Residence Program." I am very pleased to be here to learn something about this vital subject, and I am flattered--as anyone would be--to be invited to deliver the opening address and to attempt to set the tone for the institute. Furthermore, I am surprised that, with all the experts in this field who are gathered here, I should be permitted to open my mouth at all. I suppose it springs from the myth about college presidents--they're supposed to be experts in everything--in a way, they're supposed to resemble the general practitioner who specializes in the skin and all of its contents.

I am afraid that I may dispel this myth forever this morning. When I realize the tremendous breadth and depth of knowledge about college residence programs represented in this group, I become frightened. When I hear names like Marjorie Carpenter and Elizabeth Greenleaf and others--

people I've known about and admired for a long time--I wonder what I'm doing talking to them about residence programs, and it scares me to death.

Perhaps my salvation lies in taking the tack Will Rogers did when he was asked how he would solve the problem of the German submarine menace during World War I. He gave a one-sentence solution: "Drain the Atlantic." When asked how the Atlantic could be drained, he replied that he would leave the details up to the experts!

I hope, then, this morning to share a few thoughts with you about this matter of residence programs--specifically, the residence facilities as a place to learn--and perhaps to pose a few questions in your minds.

As to the answers to the questions--as to the solutions to the problems--I'll leave these up to the experts--and, after looking over the program, I have a hunch that in the next five days, you'll go a long way toward figuring out how to "drain the Atlantic."

A good place to begin might be to ask why all the furor about residence hall programs in the first place? Has this always been true in higher education? Not at all. James Garfield didn't say anything about residence halls when he defined the ultimate in higher education as Mark Hopkins and a student on a log. Until recently, the European universities from which our system of higher education sprang concerned themselves little about the housing of students. For centuries, the prevailing attitude was that students were adults, capable of managing their own affairs and finding their own living quarters. What hours they observed, what their social and recreational activities were--these were their own choices and were dependent upon their own resources and there was no thought of intervention by the universities. Only about a century ago, and even more recently, some of our own leading educators looked with a jaundiced eye upon institutionalized dormitory living for college students. One famous college president was even quoted as speaking of the residents of a men's dormitory as "foul birds in an unclean nest."

Why the change in attitude then? Why the concern now about college residential halls as places to learn? There are two principal reasons: (1) the development of a new philosophy of the purposes and functions of higher education, (2) practical considerations involving the returns on dollars spent. Considering first, our developing philosophy of education, we find Woodrow Wilson said it in 1909: "A college is not only a body of studies, but a mode of association . . . a free community, but a very real one in which democracy may work its reasonable triumphs of accommodation, its vital processes of union." In general, the concept today is that learning in college is a way of life, not merely a job to be pursued during working hours, more or less under compulsion, and then put aside with alacrity at the end of the day while the student, like the commuter hurrying home to the suburbs, rushes back to the dormitory to get away from it all. In other words, we've become aware that learning isn't just something that goes on in the classroom--that it can occur elsewhere--and that part of that "elsewhere" at the residential institution is the college dormitory.

The second reason for our change in philosophy, I believe, is a purely practical one. It ties in with the first, of course, but it involves actual dollars and cents. It's a reason which, I believe, has had the most telling effect on many college and university presidents who--to the frequent disgust of the faculty and the applause of the trustees--frequently concern themselves with that mundane factor in higher education--money. According to some experts, we in American higher education will spend approximately six billion dollars on college housing in the decade between 1960 and 1970. We spent, incidentally, about one billion dollars on housing in the previous ten years. Even the most obtuse college administrator cannot overlook the fact that to spend six billion dollars on shelter alone is a somewhat dubious investment for educational institutions. The expenditure of this much money can only make sense, if we realize some greater return than just a place for the students to get away from the classroom. As an agency of the Ford Foundation pointed out recently--because students today must learn more, in more depth, than ever before, every resource the college can muster must be trained on the primary educational goal. Extensive and expensive housing facilities can no longer be viewed merely as a series of convenient pigeonholes in which students can be filed for the night.

The evolvement of our general philosophy of higher education, then, together with the natural desire to achieve a meaningful return from the expenditure of vast amounts of money--plus three other factors so familiar that I won't bother to discuss them: the rise in the number of students, the proportionate decline in the number of qualified teachers, and the shortage of instructional space--all these have joined to focus attention on college housing as an untapped educational resource.

If the residence hall is an integral part of the college, and if the overall function of the college is education--then it could be argued with some logic that the methods of education utilized in other parts of the college--i.e.: the somewhat structured and controlled approach of classroom instruction--should be extended throughout the dormitory program.

Indeed, this method of rigid control of dormitory life was quite common not too many years ago. At many institutions the students' entire week was neatly scheduled. Each day often began with morning prayers, sometimes as early as five o'clock. Meals, recitations, study hours, recreation hours, religious services, and more prayers followed in regular rotation with every student doing the same thing at the same time and with lights out at nine or ten o'clock. It must be granted, however, that Vassar's first weekday schedule, as an example, did provide for two "recreation periods of forty minutes each" and two unscheduled hours which presumably took care of concerts, special lectures, exercise, and other activities of the students' choosing.

And there was no let-up, even on Sunday at some institutions. The Wellesley student of 1876 rose at seven on Sunday mornings and retired at 9:30 in the evenings. In between, she participated in three prayer meetings, a Bible class, church, two "silent hours" which actually were only fifteen minutes each, and three formal meals which could not be rushed through in today's customary fifteen or twenty minutes.

As our philosophy of education has evolved, however, our concept of the part of the process which goes on outside the classroom has changed with it. Today, we tend to regard higher education as having much broader goals than the mere absorption of factual information. In a sense, of course, we have simply gone full circle all the way back to Plato and Aristotle, but, nonetheless, our modern philosophy of education tends to agree with Carter Davidson who has said that "to educate a human mind is not just to add something to it, but to do something to it."

Our definitions have grown broader, as the following excerpts indicate. Conant has defined higher education in this manner: "To test beliefs by various methods, to find standards by which interpretations of tragedy and joy may be evaluated, to find standards for assessing common sense judgments of good and evil, for accepting new ideas as part of the cultural heritage or rejecting them as passing illusions of a disordered brain--such are the tasks of the dwellers in the citadel of learning."

Alfred North Whitehead has written that: "Education is the acquisition of the art of the utilization of knowledge. The justification for a university is that it preserves the connection between knowledge and the zest of life, by uniting the young and the old in the imaginative consideration of learning."

Jameson propounds an even broader concept: "The true purpose of education is to cherish and unfold the seed of immortality already sown within us; to develop, to their fullest extent the capacities of every kind with which the God who made us has endowed us."

If we are indeed concerned with the education of the "whole man," then, the somewhat formalized processes of the classroom may be inappropriate in the residential facilities. If we are thinking of education in broader terms, we must also broaden our concepts concerning the techniques of education.

As Harold C. Hand has written: "Ranking over any other factor in college learning is the 24-hour-a-day influence of the student living group. A student's adjustment to society, his scholarship, his attitudes, and his mental and physical health as a whole are determined largely by where and how he lives." I'll not belabor the point, but certainly, other authorities have concurred with this philosophy.

If we agree, then, that the residence program plays a meaningful role in the achievement of an institution's educational goals and if we agree that the educational techniques and processes in the residence halls may not and, indeed need not, be the same as those found in the classroom, we must now ponder the question of the relationship between this new facet of education and the traditional academic program.

It seems to me that, in general--and I am deliberately oversimplifying--there are two points of view regarding the role of the residence program and its relationship to the classroom program. While they are not mutually exclusive, I am dividing them and stating them in the extreme for purposes of discussion. The first viewpoint is that the residence hall should provide an environment which will support the academic program--that this is its primary and only educational function. This involves providing the student with a clean, healthful environment conducive to study and learning. It includes such factors as the design of dormitory rooms, the maintenance of quiet, the removal of as many distractions as possible, and so forth. It holds that the residential program should so condition the student that he is receptive to learning--that efforts should be made in the program to assure that the student is happy and healthy and has had plenty of sleep--and that its responsibility to the academic program stops there.

The second viewpoint is that the residence program plays not just a supporting role, but also an active part in the academic program--that it does not merely condition the students for learning, but that it actually participates in the learning or educational process. This concept is found, for example, in the Harvard House Plan which is considered an integral part of the educational program of the college. It is being used at Stephens in the program which Dr. Carpenter will discuss later on this morning. It is found at Monticello where our library and study lounges are connected physically to our dormitories. There are other examples.

The Harvard Plan has, in particular, two distinguishing characteristics: the house library and the composition of the house staff. The house library is equipped for both browsing and study. The house staff includes a number of teaching fellows or instructors who live in the hall. The intent of the plan is to strengthen student-teacher relationships and to supplement the classroom lecture system with informal education on a group or individual tutorial basis.

Many institutions aim toward this concept when they inject into the living climate a hint of culture through the placement in dormitories of paintings and sculpture, readily available books and magazines, and well-chosen recorded music.

In this group, I believe we would all agree that the latter concept, the multiple role of college residence programs, is the one toward which we do, or at least should, aspire. The question of whether we just talk about this concept or whether we actually do something about it is, perhaps, a more pertinent one. As Riker has said: "The principle of making education part and parcel of the life of the residence hall is often preached, seldom practiced."

In preparing her Ph. D. dissertation, Marjorie Jane Palmquist examined the cultural influences on students of some women's residence hall programs. She observed that, at the college residences she surveyed, the head residents did not appear to be "seriously concerned over stimulating or encouraging students' interests in the fine arts or contemporary affairs."

How many of the head residents in your dormitories actually attempt to stimulate intellectual thought and discussion among the students under their care? How many of them spend their time in more or less custodial duties? Some institutions, I'm sure, can give a strong answer to this question, but I'm equally certain that others cannot.

If we want to integrate our residence programs more closely into the academic program--if we want to make our residence halls truly places to learn as well as to live--what are the factors we must consider, we must strengthen? There are many, I know, and a goodly number of them will be considered in depth during this institute. I would like to suggest just three or four as factors to which most of us could fruitfully give additional attention and thought.

The first is the creation of a truly intellectual atmosphere in the residence halls. Eddy has spoken of the contagion of intimacy--meaning that what is most intimate to us is apt to be most contagious. An organism adapts itself to its environment--we "soak up" that which surrounds us. As he points out, "one of the most unfortunate mistakes in some colleges is the failure to realize the full potential of the contagion, the failure to come to grips with the student where he is found. . . ." Are your dormitories places of intellectual stimulation or are they places of refuge from this influence? Eddy has written further that "if . . .. life in the living unit is regarded as an escape from the intellectual community, then the living unit becomes a drag on the first purpose of the college."

The second factor I'd like to mention is that old standby, motivation. Do we actually put to work in our residence programs all that we know about student motivation? In many cases, conflicting attitudes toward students are evidenced by colleges. In theory, students are regarded as young adults; in practice, they are often treated as children. Students also often have conflicting attitudes toward themselves. On the one hand, they are jealous of their newfound independence from parental control; on the other, they may inwardly feel this independence as a real threat to their security and long for a substantial measure of support. These conflicting attitudes of both college and student can lead to disturbing confusion in students as to how they ought to act. If they are to be properly motivated, the college should consciously act to help them resolve this problem.

The residence hall provides an opportunity for the college and its personnel to enlarge understanding of students and of their motivations. Factors such as love and affection, belonging, success, self-respect, sharing, participation, the individual's association with others in a social environment, the influence of others upon the student--all these are a part of that total element called motivation. Are our residence programs geared to discover and fill these needs--I mean in a conscious, not a haphazard, sense--and to direct the motivation which hopefully results toward intellectual pursuits?

Third, I'd like to mention the factor of faculty-student contacts. If it is agreed that teaching faculty and residence hall workers are partners in the total educational process, then it stands to reason that the faculty, the dominant members of the partnership should not be limited solely to the classroom in their contacts with students. Yet, Eddy, after a comprehensive survey of a number of outstanding institutions across the country, felt moved to write that: "Unfortunately on many campuses, both large and small, faculty contact beyond the classroom was often limited to pleasant social interruptions in the academic schedule. Faculty members poured and sipped at teas and chaperoned parties, but they resisted the student interest in opportunity for genuine give-and-take beyond the curricular structure."

Of course, the problem of promoting additional faculty-student contact outside the classroom--as a part of the residence hall program--is not entirely one-sided. Mabel Newcomer has written that: "Students frequently insist that they want more contacts with the faculty; but when these are provided, few students take advantage of them. In crowded schedules, faculty contacts beyond those essential for the pursuit of the academic program do not have high priority." She goes on to claim that her statement is supported by the findings of the Mellon Foundation research at Vassar College: "Mervin Freedman," she writes, "reports that the student culture is the prime educational force at work in the college. While most students are interested, even enthusiastic, about at least some of their courses and academic achievements, the central core of values and habits of life of the student body is relatively independent of the more formal academic influences. This student culture assumes friendly relations with the faculty, but it discourages genuine relationships of a kind which might challenge the basic values of students." The obvious response to Miss Newcomer's comment, of course, is to go full circle and raise the question of student motivation.

While there may be problems inherent in the promotion of closer faculty-student relationships through the residence program, they are not insurmountable and the results may well be worth the effort. The encouragement of such relationships should be done in the most informal way possible and care should be taken that, in the enthusiasm of a new program, they are not overdone. As Eddy has written: "To be effective and productive, faculty-student relations should not be overly structured. Spontaneity and informality mark many of the more successful relationships."

Finally, we must recognize that human relationships--relationships with other people--are the essence--the warp and woof of our lives. The prime relationship for the student is with his peers. Let me give a prosaic example: It's an exciting experience to sit in a grandstand with 20,000 other people through the wind and the cold of an autumn afternoon and watch a football game. Think what a dreary experience it would be to sit in that same grandstand, in the same wind and cold, watching the same game--alone. Riker has written: ". . . the nature of the student's social group assumes great importance when he leaves home for college and begins to rely more on the opinions of his peers than on adult authority and guidance. Throughout his college years, this group is a potent force in shaping his thought and attitudes--a force often greater than that exerted by the faculty and equal to that exerted earlier by his family."

If the student is to be stimulated to more exciting intellectual experiences--to be motivated to learn--much of that stimulation--that motivation--will come from those with whom he has the closest, most continuing relationships--other students. Recognizing this, then, we must strive not only to motivate the individual student--we must also do everything we can to encourage his relationships with his peers on an intellectual level--but free from faculty and staff participation. Students will meet and talk among themselves. Let there be no doubt about that! Boys, girls, and last Saturday's date will be thoroughly discussed whether we choose to like it or not. And this is as it should be. By providing a time and a place for serious discussions as well, however, the residence program can stimulate and promote the free exchange of ideas among students--free from fear of adult ridicule or condemnation. This can be the place where the student may test his ideas outside of adult orientation. This can be his opportunity to try himself out in relation to others of his own age and interests. So tested and so tried, he often will gain in self-understanding. He often will discover that his hopes and fears, his concerns and aspirations, his thoughts and concepts about the world around him, are more universal than he realized--and he will learn that others have faced and are facing similar problems to his and that they have overcome them.

In short, a thoughtful residence program can do much to establish intellectual discussions and the exchange of serious ideas as "the thing to do," as an accepted student mos! As we have noted earlier, the pressure of student mores can be a powerful factor in the creation of valuable motivation.

If we provide a truly intellectual atmosphere through our residence programs--if we deliberately plan them so as to provide meaningful motivation to the individual student--if we manage them so as to bring the teaching faculty into them with frequency in an informal and unstructured fashion--if we direct them so as to promote and encourage free and continued intellectual discussion among the students--if we do these things--and the many others we will be discussing in the next few days--we will, indeed, make of our residence facilities, significant places to learn.

Huston Smith, one of our country's most distinguished philosophers and, I'm proud to say, a former trustee of my institution, has written that: "Any college worthy of the name will have a spiritual life of its own which makes of it more than an assemblage of teachers, students, and buildings. At best, it will have an atmosphere which is felt to be different from other environments the moment one steps into it and which acts as a powerful developing force upon all who live within it. Such an atmosphere will be like mist in the sense that one cannot put one's finger on it, but no one should be able to stay in it long without becoming thoroughly soaked."

My hope for this institute--my hope for the next five days--as we carry on our formal and informal discussions--as we progress in our thinking--as we deliberate and talk and search for ways to achieve meaningful integration of residential program and formal academic program--my hope as we concern ourselves with the infinitely important business of education is that the atmosphere of this institute will be such that each one of us will become "thoroughly soaked."

ADMINISTERING REGULATIONS

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I would like to preface my remarks with two things: If you would like to interrupt with a question or a challenge, go right ahead. Or you may hold them to the end. I am not thrown by being interrupted.

Secondly, I think some of the things I may be saying here this afternoon you will remember being said by your peers this morning. As we often say in terms of our student education, some of the best education is a peer education. So you will be sharing with one another. I hope that as I talk some of you will sit back and just try to think in terms of your own campus. As one person said here this morning, each campus has to be different. You are dealing with different students, you are dealing with students who come from different backgrounds, you are preparing these students to go into different roles in life today and preparing them for many years ahead. I would like to describe the campus on which I work so you can understand the framework in which I work when I refer back to my campus, as I am bound to do. I do this because I think back to the time when I was at Southern Illinois

University and we were thrown into contact so many times with the Big Ten schools. At that time we had probably 2,000 students at Southern, and I would be very upset at "those Big Ten people" always telling about how they did things for I knew good and well their ideas wouldn't work at Southern.

I will say this, and it sounds mammoth to you probably, we deal with 9,000 students in residence halls. We deal with these students by dividing them into centers or campus communities. These centers vary from 450 students, which is the size of some of your schools, to 1,200 students. Each of these centers has a head counselor, a Dean of Men or Dean of Women for that 450 students or 1,000 students. Many of our centers have both men's and women's halls on their co-ed campus. So that when we talk about discipline, or administering regulations, I can talk of the nine centers with which I work and find a difference in a men's center of 450 and another center of 1,200. Some of the principles that I hope I am giving here can apply just as much to your different campuses as they do to our centers at the University. You must start on your own campus with certain basic, fundamental principles of handling regulations. This must be true for your whole campus and it will penetrate into your residence halls. So the campuses will be a little different--there is going to be a difference if you have four, five or six halls. I am going to start out with five fundamental principles that I think are essential to consider as we deal with administering regulations.

The first thing, the rules and regulations for your campus must be clearly stated and understood by all factions of the campus. This means the President, Dean of Women, Dean of Men, the Academic Dean, the Housemother, the house-hostess, the student officers, the students who come into your campus. I am going to go another step further: It doesn't hurt one bit for the maid or the janitor to have some concept of what the rules are and what you are trying to do for discipline, because it is oftentimes the maid who walks into a room or a janitor who, when talking to a student, can say something which affects him. Understanding should penetrate the entire college.

Secondly, I like to think that all rules or regulations can be tested by three basic criteria. Students again and again will ask why. And I like to be able to go back to one of these three reasons:

1. Is the rule necessary for the health and safety of the student? The bane of our existence, and I think this is true on campus after campus, is closing hours for women. We are thinking more and more of equality for men and women. Why do we have closing hours for women and we don't have them for men? Just basic facts. At home, who makes them come in, what time do they come in? In the southeastern part of the United States, you have all-night high school proms, you have all-night slumber parties--think of the experiences these students have in their way of living before they come to a

college campus. Yet, as Dr. Seward, Dean of Women at the University of Kentucky, said, "We needn't have closing hours for men because we don't expect a woman to jump out of the bushes at a man."

But there is a reason for women's closing hours: safety in the campus community. It is also safety of equipment, halls, furniture--doors can't be left completely opened. Closing hours are necessary for safety.

2. Is the rule necessary so that large numbers may live together with consideration for one another?

3. Is the rule or regulation one which can be enforced with a minimum of work involved on the part of personnel? I have seen too many people spend hours taking care of demerits or keeping track of the total minutes late, usually information which is just filed. If we put effort in other areas which I call preventive discipline, we may come out with valuable time to use in constructive programs.

A third basic principle: The best means of administering regulations is by providing for ways and means of preventive discipline. Now perhaps this is what a person was calling "student control" this morning. I think I would rather put it this way: it is doing those things and looking at those things in a campus community that will prevent discipline becoming necessary. "An ounce of prevention is worth a pound of cure."

A fourth basic principle: Discipline must be handled with consistency, fairness, and understanding. This does not mean that there will always be the same action taken for a like violation. It does not need necessarily to involve inconsistency. It does mean that when we handle a case fairly and with understanding that any student with whom we deal leaves the discipline situation feeling better. When I say this to student boards, it takes a long time to have the concept understood. Time and time again you will hear people say you cannot mix discipline and counseling. I believe you can--a type of counseling and discipline can be mixed. To me, some of the most effective follow-ups I have had have often been with students whom I have had to handle in discipline. When they begin to see a reason for change and are ready to accept responsibility, disciplinary counseling has perhaps been successful.

The last basic principle upon which to base enforcement of regulations is this: The only reason for disciplinary action is to assist an individual to learn to redirect his or her own action so as to live in the community with acceptance by society. Rules and regulations will differ in any particular community, and we do as the "Joneses do" perhaps, when we are in that community.

Considering these five principles, I am going to emphasize the last three. Because to me, the first two, as you deal with the statement of rules and regulations and test them, become a part of your means of preventive discipline.

When I am involved in training student judicial boards (I want to spend some time with that in a few minutes) I say more than once to that student group, "You have done the most effective job this year when you don't hear a case." We have done the most effective job of administering our regulations when we never have to deal with discipline.

Now what is involved in preventive discipline? Some of the things which you mentioned this morning:

A statement given to students with a reason for the rule and what is expected from them. If you have read Eddy's The College Influence on Student Character, how many times did you find restated the theme, that students will respect authority when they see it, when they know what is expected of them, they will follow through? What is expected of them must be reasonable and fair. How do we do this? Some one may well say, "Read the catalogue." I think it depends upon how much is written, and how you carry out your orientation to the place that students do know what is in the catalogue. Now since we are talking about residence hall rules, it seems to me depending upon your size campus, that the catalogue may be all you need. If you are larger, you may have a Residence Hall Handbook. It doesn't have to cost a lot of money, but it is important that you have printed in some attractive way the basic expectations of the students who live in your halls.

We have a men's center of about 1,200. They used to have a book--a handbook for that center--"you shall do this,

this and this." "You shall not do this, this and this." Well, the students themselves looked over the handbook and with some very good advice and guidance from the Head Counselor re-did their handbook entirely. They pointed up the pride that a "Wright Quad" man should have in the center where he lives. And what is an example of a "Wright Quad" man? All right, what is an example of a college student on your campus? What is the pride of the students in your school? The "Wright Quad" men did certain things because it was expected of them and they were proud that they were going to Indiana University. They didn't write everything expected of students in the handbook. We encouraged the students to write their own handbook, writing it in their own terms. At the same time, students in the center had for each student, when he moved into the hall, a folder paper with a clever cartoon in the corner which stated clearly the rules. We basically have five rules, and these five rules were stated there. We build upon the expectations of a man who is coming into a residence center to live; or the man or woman coming to college.

Some campuses have been most effective in developing student codes, developed by students and signed by students when they come to the campus. One very good example of this is Denison University, Granville, Ohio, where in the women's halls they have no staff living. When the students come to that campus, they each sign a pledge of what they will do as a student at Denison, and that they are responsible to a student judiciary board on that campus. A type of honor system. In your type and size of campuses, you can do far more than we can do to have students see this responsibility to the living group. Each person is known in his group; quite different than the responsibility a student feels when he lives on the ninth floor of a residence hall. So what are we saying? A statement of your rules and regulations is essential, preferably written by students so that it is understood by them. The way that it is stated is most important as a part of preventive discipline. Somebody said this morning, "We say what is expected when you come in. We haven't had any trouble since . . . except occasionally."

The conditions under which you explain your rules and regulations are most important. From the very beginning have an explanation for each rule. One simple thing comes to my mind. We had in one of our centers a rash of misuse of meal tickets. As true in most campuses, your meal ticket is your own and you don't let anyone else use it. As you expect, the students reply they paid for the meals and, "if I can't eat the meal, some other student should be able to use the ticket." A student judicial board handling a problem of misuse of meal tickets sent the violators to the dietician to find out what it would cost if every student ate every meal in the dining hall. They found out that every one of them would probably be charged fifty to sixty dollars more during the year. They did another thing. They investigated our student union and the "hash houses"--the eating places around campus--to find out what it would cost a student to eat the same things he was eating in that hall someplace else. They used as their basis a typical week's menu. Well, this put across very vividly to the students why you don't pass that meal ticket on. Maybe this is over-simplified, but why is the rule there? Too often we don't stop ourselves to analyze the reason for a rule. I think sometimes, if we did, we would throw a lot of them out.

A second area of preventive discipline: Beware of the causes for disciplinary action and attempt to eliminate that cause. Now just a simple thing. Our men found themselves in trouble because of popcorn poppers. In every hall we have a rule of no extra electrical appliances because of fire rules. We never seemed to have "pop corn" problems in the women's halls. In our women's halls we provide a kitchenette so the students can have a place to plug in their popcorn poppers and we do nothing to provide it in the men's halls--not a place where they can go fix a pot of coffee, fix a snack. We eliminated the discipline problem by finding a place for the students to plug in their popcorn poppers. Simple. That is the greatest cause of discipline and can you eliminate the cause? Or, putting it another way, throwing a baseball in the yard brings a demerit or fine. How about providing a place so they can have a good snowball fight? Do you have an intramural program? This is needed regardless of the size of your campus. Is there a place so the fellows can get out in the afternoon and throw that baseball, or is it enough to say, "No, you can't do it in the side yard of this residence hall?" Another example, and I then am going back to the description of student boards I mentioned.

I don't know if you have it or not on your campuses, but we have a rash of souvenir liquor and wine bottles. This is a souvenir--decorative. Some of the wine bottles are really pretty and the women have planted them with vines. Our student boards more than once would have a case where they were handling a liquor problem. The student would say, "This is a souvenir bottle." The student board finally came to the conclusion that students could not be allowed souvenir bottles and that the no liquor rule be enforced. In one of our halls this was made perfectly clear to all students as members of the judicial board visited every unit meeting (a unit being a floor, a group of about sixty). In another center the student boards insisted that if they could smell any alcohol in a souvenir bottle the student would be considered as having brought alcohol into the hall.

The boards were trying to find a means of effectively handling a rule that the campus had. If you are lucky and your campus can do a thing as Miami University at Oxford, Ohio, did, you might be able to solve effectively the drinking rule. For years they fought the liquor problem and finally they agreed to stick with the law of the state. At eighteen a person in Ohio may have beer, but the students could not have it at a social function because of the resulting actions. If a student wanted to drink in his own room, all right, if he was of legal age. If there was anyone in his room, other than a roommate, it was a social function. Miami dismissed a few, but as far as I know, their plan is working. This type of action was taken with complete understanding of the entire campus community, of the Board of Trustees, the student council, faculty and administration. This was their answer on their campus. If your campus is a church related school which should stand for certain basic principles, you are not going to be in a situation where you can be this liberal. In our state we have a twenty-one year law, we can't do it. You look and see what you can do, what your problem is and how you meet it.

The third area of preventive discipline is the involvement of student government. This may be a student council on your campus of 200, it may be a total hall government if you have a number of halls. Basically student government should be involved in three or four ways:

They should be involved in the evaluation of rules. It will be the students who can let you know how they are accepting, rejecting, or interpreting the rules and regulations on your campus. Students are just as concerned that they have a good place in which to live as we are in providing it. If we place confidence in young people, they will accept and live up to expectations.

One of the best examples of this confidence was shown very recently. Perhaps you have a similar organization for the junior colleges, but the presidents of the hall governments in the Big Ten campuses meet once a year. A year ago the University of Michigan sent a questionnaire to all the Big Ten presidents. "Can women go into your men's rooms to study? We are considering this at the University of Michigan and would like your ideas." Now don't look surprised because our students are coming to campus with ideas from Ivy League schools. They are coming back to campus from summer travel to Europe where they have stayed in residence halls where men and women live on the same floors as in our hotels. They are treated as adults and they come and go as they want just as if living in apartments in any big city. Many other students the same age as those in our halls are married. We are no longer isolated on our campus and our students pick up ideas from other schools and the world.

Back to my illustration--our students had before them the questionnaire from Michigan. I made a real mistake, for the basic concept of an advisor is one who regularly attends meetings, and I was absent. When you are at the meeting, you raise questions at the time students are making decisions. It must also be someone that they respect. It may be a faculty member, it may be the Dean, it may be a well-trained Head Resident. But somebody has to be working with these students that can challenge them as they are evaluating regulations.

As I received the results of the meeting, our student government felt there was a "right" to bring people to their rooms. This was their home. When the vote was taken the decision was that any night from 7:00 to 10:30 o'clock, the men could have the women up to their rooms to study. The next day the student president came in, explained the situation and asked, "Can we do it?" My first reaction would be to say, "No, you can't do it," but instead I began to ask questions. "How will this affect students' privacy? What controls must there be? How will you enforce these controls? When a fellow returns to his hall from work at 8:00 o'clock and needs to shower and get ready for a date, what happens as he goes down the hallway to the shower?" What responsibilities are the officers willing to take. Were they willing to be present?

The entire staff then simply raised enough questions with student leaders until they themselves could say, "No, studying in our rooms with those of the opposite sex is not possible."

One must be mature enough to let students make their own decisions, make decisions based on facts. This is one of the most difficult tasks to have students willing to take the time to make decisions only after thorough investigation. Ninety-nine per cent of the time, students will arrive at the same decision as we would make; but, they will accept the decision more readily if it is their decision, than if it is ours. So involve your students in evaluating their rules and regulations and don't be afraid if they come up with something that is "way out" until you help them to evaluate it. And don't forget that there comes a time when you have to say, "NO," and they must realize this. However, if you say, "No," you say no with a reason, which is logical and which can be understood.

A second way of involving student government is in the orientation of new students. In many of your schools you may use a big-sister or big-brother plan; you may have upperclassmen who will come back to help freshmen start or who take a role in helping freshmen start after school opens. If you have an attractive handbook or use your campus book, let the student orientors go over this with your new students. They'll do a most effective job. However, you must first give the student orientors training, preferably the spring before. You must be sure to have them understand the "why-for" of a rule so that they can explain it logically.

The third way and probably the most valuable way of involving student government is through the use of student judicial boards to assist in enforcement of rules. Student judicial boards have been common in women's residence halls across the country, and perhaps used less frequently in men's halls. This has been due in the past to the women's responsibility for enforcement of "AWS rules." The student leaders of the junior colleges on the West Coast have been involved in the Inter-Collegiate Association of Women Students, and perhaps this is an area for your campuses to investigate.

How do judicial boards function? Students within a living unit are responsible for recommending action in case of violation of rules which affect that group. Before you delegate to a student judicial board, you must spell out clearly who, on your campus, is responsible for administering your regulations. Is it the President, is it the Dean of Students--who is responsible? Then, how much can that person delegate to others? If you are going to use student judicial boards, they must understand they have a delegated responsibility. They make recommendations for action and it becomes effective only when you, or the person responsible for discipline is willing to follow through and uphold the recommendations which students make. Their recommendations will be fair providing there has been good training for those on the boards. The students must know what responsibilities they have just as the person responsible for the behavior of students within that residence or hall must know their authority.

This reminds me of two house mothers who were responsible for quiet hours in their hall; they were also responsible for "no gambling, no drinking." But anytime they referred a case to the Dean, they failed to know the action taken. That was not fair to the person that is on the "firing line," trying to enforce regulations.

We in our offices too often know little of what is happening within that hall. Someone in the hall must then be delegated responsibility and if possible this should be delegated to students. I like to use a basic philosophy that student boards may handle any case that they are willing and ready to handle and the students help to develop criteria to determine if they are ready to handle a case.

If you are going to work with student judicial boards, it seems to me that these are the things that must be done:

1. Each member of the board must understand and articulate the college philosophy on discipline. In other words, the student board must be in step with the philosophy on discipline of the school. As six, eight, ten students from a hall serve on a board you not only help them to better understand the philosophy of discipline on campus but they in turn pass it on to their peers.

2. Each member must be thoroughly familiar with procedures for handling a case. This means you must train a judicial board so that when a student is brought before a board that group of students can handle it most effectively and know just exactly what to do.

3. The board members should know each other and

their advisor well enough to permit a free expression of opinion and to work together as a team. The advisor to the board should be a person other than the person who has the final say in discipline on the campus. If you are using a student board in a residence hall, a good trained Head Resident may be the advisor, with the appeal to the Dean of Men or Dean of Women. Or it may be the Dean of Men or Dean of Women who serves as an advisor, with right of appeal to the president. The board should know the kind of information they need to make a wise decision. The advisor must help the students know the facts involved in the case, the motivation of the student involved, his general conduct, and the students will attempt to get from the individual before the board a reason for his action.

One of the most interesting things I have seen in the last couple of years, was a great big football player who was involved with liquor in his room. One day the coach came into my office to find out what was happening. The football player had been dealt with as we would any student. The first thing we did after apprehending the student, was to put the facts before him, and he agreed that these were correct. The residence hall counselor then recommended he see the judicial board on their regular Thursday night meeting. The coach came over to me and asked, "What is this judicial board?" He didn't think his fellow ought to have to go to a student board. I talked to an advisor afterwards. Evidently one saw a very different fellow when he came before that board. Our boards give to a student in writing why they are here and what the purpose of a board is. The members of the board are dressed in coats and ties; they expect the student to come in the same type of dress. It is a serious session, taken seriously by all. The football player was more affected by 5 peers who dealt with him than if one of us had handled the case.

We do not send every case to a board. If you are dealing with a deep psychological problem or if you have a student that is going to make a farce of the board, then with an understanding of the board chairman, the staff handles the case. I don't believe that I have had more than one case of a "smart aleck" that we couldn't send to the board. I have had a number of cases where the student was mentally disturbed and we felt the student board should not take their time with the case.

The board must understand the importance of its position as a foundation for a responsible student government. This is student self-discipline. The board realizes it may serve two purposes: Determination of guilt and recommendations for corrective disciplinary action. The board must recognize the confidentiality of its meetings. It is not a court.

To me, student judicial boards should be for the purpose of educating students. If this is the basic philosophy of discipline on your campus, before the students ever handle a case they must understand it. As you train a board and you indicate you may not give the same punishment for the same offense--this they won't understand. However, an illustration which I often use is to suggest that a boy who has $250 a month from home, a Cadillac and a boat, is not going to be affected by a $25 fine in the same way as the person working his way through school. I have another example. We have certain types of discipline where we very often move the student from his living group. We had two sisters involved in a liquor situation which would normally have meant moving them away from each other into another environment. These two girls shared typewriters, were sharing clothing, were sharing certain equipment that parents had sent. They had appealed to me that they didn't think the action of the board was fair. I have two basic principles: I will never say a board's action is not fair until I have gone back to that board myself, and asked them to re-evaluate in light of new facts. Another thing that I often do, is say to the student, "Why do you want me to go back and say that your fellow students made a wrong decision?" Many, many times that stops them when they think that their own friends are helping to set the environment in the hall.

In the case of the sisters, I went back to the board and asked them to re-evaluate their recommendation for when moving the sisters they put a greater penalty on them than on any other two girls. The board came up with another recommendation.

I must go ahead here with some other things, but basically what I am saying is that you are using boards as a part of student government to get across to students their individual or student responsibilities for their own self-discipline. I have one men's hall of 140 fellows and I believe it could operate without a staff member in it. Those fellows through their house-councils and through the judicial board in that men's hall have taken care of their own problems for two years. I could take another unit of 60 men and I would probably need to put the strongest staff member possible in the unit. I have one center where we have the strongest student government of any of our nine centers and there is very little discipline in that center. I can turn right around and point to a center that is relatively new, and in four years we have not been able to build any student responsibility for student government in that center and we have a very high number of discipline cases. So investigate on your own campus and see where students can become involved in helping to examine their rules and regulations and where they can become involved in helping to enforce those rules. You can adjust student boards to meet your own campus needs. But you have to ask lots of questions: Is there too much confidentiality on cases from boards, are board actions opened for student newspapers? Is your hearing confidential or is it an open hearing? What are we intending to do with that board?

Another means of preventive discipline is to provide well-planned activities. Now don't worry about activities on your campus if everybody is busy and you don't have problems. But I am reminded of my experience at San Jose State. The students hadn't been on campus two days--and I was a new Dean of Women--when the police came bringing in three girls to me. With three of the Stanford men, they had been picked up in a tavern the night before. Why? They went there to dance and they insisted that there was no place where they could go to dance that liquor was not sold. As I began to investigate, they were right. There was absolutely no place that a fellow could have taken his date on Friday and Saturday nights for just informal dancing other than going to a tavern. Therefore, we went to work and tried to provide some informal, week-end activities--even though there were only 20 couples there--some spot where they could go. You have to see what the needs are, on your own campus in terms of the type of discipline that is frequently coming up.

I think there is one other thing I'd like to mention here. My time is just about up, but I think we need to stop and take a look at it because it involves all of us. This is the whole problem today of legal implication of administering our rules and regulations or discipline. I am not confident on this--not as confident as I would like to be. In the

National Housing Meeting last year at Madison, Wisconsin, I expect this was discussed in at least four of the groups, and people were amazed from some campuses that this problem was so strongly felt. However, it is a problem which is with us today; very vividly. When you dismiss a student from school now, how much are you depriving him of his right to an education which is necessary for making a living? We used to think that education was a privilege.. The courts are beginning to think twice as to what is happening.

Basically, in terms of our own residence halls, I think I could say two or three things. As far as I can tell, when there have been certain contractual responsibilities spelled out for students, there has been no question that I know of, of dismissing a student from a residence hall. But there have been a number of cases involving the question of whether a student could be dismissed from a university or college, and it comes from both your private schools and your state schools. I am going to refer you to an article, if you have not read it you may want to, by Clark Byse, "Procedure in Student Dismissal Proceedings: Law and Policy," in American College Personnel Journal for March, 1963 (pp. 130-143). Clark Byse is a professor of Law at Harvard, and this article is a speech which he gave at the National Association of Student Personnel Administrators in Philadelphia. The first part of the article deals with his concept of what is happening in the law courts as cases are brought to them dealing with dismissal of students and school discipline.

Mr. Byse feels there are five steps that must be taken into consideration in handling any discipline case. And I think these must be considered by us who are working in the halls:

1. The student should be given written notice of the specific charges and grounds which, if proved, would justify suspension or dismissal. Our students are becoming more and more conscious of this. In a case going before a student judicial board students should be given in writing a time to appear and the nature of the violation which the board will be considering. Students need to know why--now this is one of the things that gripes us in the halls. The person who is on the "firing line" gets irritated with that student who is always doing something wrong. You know good and well he is the one who threw that bucket of water under the door or he is the one who is responsible for the shaving cream, or she is the one who left the pencil in the door. You just know it! But you can't prove it. But you cannot put into writing to a student the nature of his violations unless you have proof.

2. The notice should state that if the student so requests he will be given a hearing at which he may be represented by a person of his choice. This is being forced on the schools. In your schools you may not have had this affect you much as yet, but my guess is that the people from .

the junior college are going to be affected as the students transfer to another school. You need to be sure that you have given every student a "fair hearing."

3. The nature of the hearing should depend upon the circumstances of the case. The facts should be given to the student or students involved and the student should be given a chance to submit evidence. The names of witnesses may be furnished, and oral and written arguments and records should be kept. Although it sounds like red tape, when you take severe disciplinary action on a student you need to have some sort of a record on which you can base your facts.

4. A decision should be reached on the basis of the statement of charges and grounds and evidence at the hearing.

5. There should be an unbiased appellate tribunal to which the student could appeal. This applies to our residence halls. When you are handling a problem there must be some one to whom that student may appeal.

Summing it all up: If you are going to administer discipline know what your rules are, and the reason for those rules, in terms of the educational process for the young adult who is learning to make his own decisions. This must be in terms of today's expectations of students. Involve students in administrative regulations so that they know the why of rules, involve them in enforcing the rules and delegate responsibility for discipline to the residence hall. Give the House Director the responsibility for enforcing those rules or administering those regulations in the hall where they must be enforced. You won't find any two cases alike. When you think you have all the answers, something else comes up which you never heard of before. Our latest surprise was the setting of the fire in the wastebasket in a woman's hall this year. So anything can happen.

I have with me, if any of you are interested, our campus procedures for those responsible for different areas of discipline. Remembering that we have many more people, we have to spell responsibilities out more specifically, but I think the same things apply if there are only three of you on the campus involved in discipline. We have also indicated procedures for judicial boards and if you are interested in this, it is there and you may take a copy.

DEVELOPING AND MAINTAINING MORALE OF THE RESIDENCE PROGRAM STAFF

Robert R. Wiegman
Professor of Higher Education
University of Florida

My remarks this afternoon are distilled from scores of books, hundreds of articles, thousands of discussions and observations. You have heard all the things before which I am going to say and probably in a better fashion than I shall use, but they are things which I believe. These beliefs and convictions did not come easily to me, nor shall I hold out to you ten easy steps to follow to assure administrative success.. I shall not even try to convert you to my way of thinking--what is right and satisfying to me may be all wrong for you--but I shall throw them out and you decide.

As I look at the assigned topic, it seems to me that we are talking about Leadership. Even by the diligent application of brute strength and awkwardness, I cannot separate the techniques which the educational leader would employ with the staff, whether they be Residence Program Staff or any other staff members.

What, then, is this matter of leadership? On what is it based? How does it function?

Leadership, to me, is based upon one overwhelming

C

conviction: A DEEP FAITH IN PEOPLE. Goethe, in his Introduction to Faustus, says, "Ein guter Mensch in seinem dunklen drange ist, stille das rechtig Weges wull bewusst." Translated: "A good man in the midst of his confused toiling will choose the right way."

As I see it, then, as administrators, we expect the staff to do the right thing. If that is true, our problem becomes one of determining what the right thing is, and this takes us back to Dean Andress's discussion of institutional purposes as the first order of business in developing staff morale. I would raise questions with the faculty and staff, such as: What do we believe? What are we trying to do? How can we achieve our purposes? Unless all of us have a clear understanding of what our goals as an institution are, how can we possibly measure the extent to which we have moved forward, or even prepare for the attempt?

Once we have determined the direction and agreed upon it, I think we must have faith in our colleague's determination to reach that goal and must believe that his determination is just as strong, as sincere, and as deep as is our own.

If we have this faith in people, how do we function as leaders?

1. We have a sincere desire to want other people to develop. I would want a staff who would push me continually to try to keep up with them. Some

administrators I have known seem deliberately to surround themselves with mediocre people--they seem to think that it makes them look better by comparison. How wrong they are! If we have good people, we should strive to establish an atmosphere which is conducive to growth; personally encourage growth; make available the materials which are needed for growth; and reward growth when it occurs.

2. We see our role as recognizing leadership in others and releasing it. What have you done in your own institition during the past year in identifying promising staff members and in encouraging them to accept greater responsibility?
3. We must be mature people. I have been interested in our good discussions thus far in noting that we want to pass rules and regulations; judge people (seemingly in the hope that we will find them wanting); and in ordaining punishment. When have we said anything about surrounding them with good examples? If we as administrators, for example, love to dominate people, we are going to have petty tyrants at each level in the college right on down to the lowliest freshman in the end seat of the rear row.
4. We value differences and see growth as a result. Must we always be right? Can we admit mistakes? Do we expect to grow through interaction with others? Do

we encourage a premissive atmosphere where people feel free to disagree? Have you evaluated your staff meetings lately?

5. Do we employ the all-inclusive approach in developing policy? Do you involve people who will be executing policy in formulating that policy? I suspect that the policy statement will be better if you do, and I'm very sure that the execution of the policy will be better!

6. Do we help others to examine each idea on its own merit? Do we believe, say, and show through our actions that each idea, regardless of who advances it, must "stand in the market place?" Or do we literally and figuratively have over our desk a little sign which says, "The boss may not always be right, but he am always de boss." I participated in a session at an air force base which was conducted by one of Dr. Osborne's representatives. The workshop was on creativity and was an attempt by the Army and Air Force to study some of the latest leadership theories and techniques. In the afternoon, we were divided into small groups. No one of lower rank than a major was present--an expression, no doubt, of the generally held opinion that anyone lower than a major is neither creative nor imaginative. We sparred around all afternoon until one bird colonel finally

said, "Huh!! We can sit here all week and talk about what we should do, but in the final analysis, it's what the Old Man wants that counts." What a relief--you could see everyone relax and stop thinking. How much easier it was for them to wait until the ungarbled word came down from Mt. Olympus! It took another two days before they were willing to start thinking again.

7. Have we developed a good structure--an organizational pattern? I am convinced that one of the major sources of staff discontent and uncertainty is that staff members are not sure what they are supposed to do, where they fit into the pattern, what the ground rules are, and what authority they have.
8. Do we try to eliminate unnecessary activities; reduce routine to allow time for the staff to think about the program? Why don't some of you presidents declare a week's moratorium on memoranda!
9. Do we encourage experimentation by active support and interest? Many of you represent private institutions I have been on the staff of a private institution, and I believed then and I believe now that you are in a better position to experiment than are the state-supported institutions. Frankly, most of the experimental programs which I know about are new wine in old bottles. Do some brainstorming with the

staff some afternoon. You might be pleasantly surprised at what happens.

10. Do we show that we understand and care about the residence program? Do we stress its importance and the importance of each person's task in carrying it on?

11. Do we accentuate the positive in our relations with others? Do we compliment them when they have done anything that warrants a compliment? Do you keep posted on what happens to your staff? Do you send a note of congratulations on a birth or condolences on a death? These are people who make up our staffs--not just names or social security numbers!

To me, these are some of the factors that are necessary for effective leadership, but I believe that we have neglected an area that is of deep concern to many of us. I think that it is unworthy of our great profession to drift into poor leadership practices; to allow pure chance to determine whether we develop dexterity at employing techniques which assure minimal performance, low morale, confusion, and chaos. Therefore, I would like to propose a 10-point program for administrators to follow. I call it

The Wiegman Formula for Failing as a Leader

1. Cherish the old because it is old.
2. If the pressure to consider change becomes difficult to resist, appoint a committee.

   a. Select the faculty members who reflect your thinking to serve as members. One or at most two thinking faculty members may be added, but be careful.
   b. Make the charge to the committee as vague as possible.
   c. Name as chairman someone you can depend upon to fail to call a committee meeting.
   d. If through some mischance a committee meeting is called, attend it.
   e. Dominate the meeting by discussing the international situation, corruption in government, the rise of the Republican Party, etc. If a spark of interest remains, talk about Federal Aid to Education.

3. Hire faculty who present evidence of remaining in a school for only one or two years. If they give as a reason for leaving these positions "Insist on Maintaining High Standards," you might have a gem!
4. Encourage the faculty to buy houses which they can't afford. There's nothing like a good, big mortgage to make a man cautious.
5. Shift teaching and staff assignments from time to time, preferably without consultation. This keeps them busy. After all, "The Devil finds work. . . ."
6. In drafting the calendar for the year, arrange it so

that the faculty report in the Fall on a Friday and remain for an extra Monday in June. _A tired person rarely rebels_.

7. Remember--it is _your_ college and they are the _hired help_. This simple little maxim will carry you through some rough spots.
8. Ask them to make decisions in some areas, such as: Do you want to sponsor the Newman Club or the French Club? Which of the monthly dances do you want to chaperone? This gives them a sense of involvement.
9. Line up speaking engagements for your administrative inferiors at local service clubs; church youth groups; PTA; neighborhood teas. Be sure to tell them, "I was asked to speak, but I am scheduled to address a national conference."
10. If an assistant suggests a policy change, have him write it up; present it to the Board; watch their reactions; if favorable, say, "I have been working on this for some time. Joe Doakes revised it slightly, incorporating an idea or two of his in it. I would like to go on record as thanking him publicly for his able assistance."

    If the reaction is unfavorable, say, "Joe Doakes drafted this item and although I have always had grave reservations about it, I believe that any man's idea, even though unsound, should be heard.

This is basic to our democratic convictions." If you have used this ploy with your board, you know what happens to Joe's image, and to yours.

11. You say that I had said there were only 10 points? Right, and this is basic to the Wiegman Formula--say one thing, but do another.

Obviously, I have used a broad brush in painting the picture of an educational failure, but tell me, didn't YOU recognize yourself in some of the strokes?

PLANNING NEW RESIDENCE FACILITIES

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While thinking about the topic of planning residence facilities, it occurs to me that is is important at the very first to relate this area of consideration to its place in the over-all campus plan and also to dwell briefly on the subject of campus planning. The term "planning" has been with us for a long time, but it is only in recent years that it has found real meaning as far as college campuses are concerned.

In this period of rapid growth and expansion, gross mistakes and lack of foresight have become so apparent that college administrators have turned serious attention to the preparations of long-range plans for their campuses.

In the course of our work in campus planning, I recently found a statement which I consider so significant that I wish to share it with this group.

The vitality, imagination and philosophy of a college can, to some extent, be measured by the concepts of the campus master plan. It is true, of course, that the physical plant is simply a place for the conduct of the college's principal activity of teaching and research. It is also true that quality and temper of the physical campus can inspire, stimulate and satisfy--or depress, irritate and frustrate the faculty and staff who devote their lives to the institution.

The pressures which have come to vigorous institutions for more space for expanding programs, create daily temptations to drop buildings in the first convenient spaces and to accept inferior designs which ultimately prove costly.

The constant danger exists that expediency will be the accepted solution to a building need. To plan well is expensive, both in time and money. To plan poorly is prohibitive in final cost, and debilitating in its effect on the institution.

In general, a campus planning study establishes a frame of reference involving basic areas of consideration. Among these are the:

1. Function of the college, its aims and techniques in teaching, research and service.

2. Relation of the campus to that function, how the existing campus serves the program needs, and how that campus can be made by expansion and renovation a more efficient and a more satisfying place to work and live.

3. The order and design of the campus, how natural beauty may be preserved and enhanced, how the aesthetic design quality of the buildings may inspire and satisfy, and how a truly functional campus may be created.

4. The circulation of people and machines, how the occupants of the campus move in and around building; how walks, streets and parking areas make traffic movement more pleasant and efficient.

5. The orderly future expansion of the physical plant, how orderly and logical growth of an effective plant can be insured.

Each area of the campus is considered in detail in developing a campus master plan. Instructional facilities are analyzed and measured as to quality and against the projections of future enrollments. Research activities and the physical areas devoted to them are studied, and a catalog of needs prepared. The living and service areas of the campus are scrutinized and special function areas are studied.

The general policy decisions needed, which affect the total college, are identified and firm statements of policy obtained from appropriate college officials. Following such a study, a general plan including a design pattern can be developed which will reflect the official policies and needs of the institution.

There are three basic areas, or zones, of a college campus. They are: First--Academic; second--Student Activities; and third--Housing. The college campus very frequently has been referred to as a little city. It has within it all the elements of a city.

The residence halls or student housing is of vital consideration in a campus plan.

Next, I would like to talk about how buildings come about and important considerations in achieving a successfully completed project:

1. Any building project, whether it be a residence hall or any other building type is considered only to fulfill a basic need--a need for classroom space, a need for laboratories or a need for housing.

2. We, as architects, like to think of the designing of a building simply as the solving of problems. We refer to this as the PROBLEM SOLVING APPROACH. Through a process of programming, the needs are established and the problems are identified. Once the problems are identified and isolated, the solutions become apparent.

The solutions to the problems involve three different factors. They are: (1) space needs--HOW MUCH; (2) environment--HOW GOOD; (3) cost--HOW EXPENSIVE. We refer to the balancing of these three factors as the "Trilateral Balance."

The discussion to this point has been general in nature. Now we can focus our attention more directly on college student housing.

The architect, in order to do the best job possible in planning student housing, must have much more than a listing of spaces and furnishings. He must know the philosophy of the administration, its aims and objectives and its future long-range goals. Each college is an individual--and this difference in traits needs to be recognized and respected.

The solutions to the problems on each college campus is different; consequently the end product will be different. Any of you who need new residence halls will not find the solution on someone else's campus. The solution can be found only on your campus--within the framework of the job you are trying to do--and the limitations that exist through the organization of your college.

Good planning cannot be accomplished without the spirit of teamwork between the architects and college administrator and his staff.

The starting point for college housing is still the needs of the people who will live there.

It is the job of housing to smooth the transition from green freshmen to sophisticated seniors. Housing's most important role in this regard is determining the size and composition of the group in which the student finds himself. Throughout his college years this group is a potent force in shaping his thoughts and attitudes.

Housing should be designed and programmed to stimulate intellectual activity. This means providing proper educational facilities, developing workable plans for using them and substituting sound social and academic leadership for conduct control.

The student is the product of a job-oriented society, so it is natural for him to look for programs and activities that will produce professional competence.

Students naturally vary. In fact, some authorities feel that there is more diversity among students than colleges are prepared to accommodate, but they share enough traits to offer some clues to their housing needs.

1. Legendary appetite
2. Stretch muscles--including vocal chords. Since physical activity can be expected, provide game room
3. Social and mental needs

It is important that housing should be designed and programmed to stimulate intellectual activity. The necessary facilities should be provided.

Economical housing isn't enough. Primary among the facts to be faced by the architect of dormitories is the individual student himself. He arrives at college sensitive to values in uncommon areas of culture. For him, isolation, small-group housing, a chance to select what is compatible to his personality and objectives, are important. Students occupying hotel-like dormitories often discover to their pleasure that a room rented in a house is preferable to the small cell on a bleak corridor available at college. They find in the house a scale, a warmth, a compatibility of environment with personal values and an intimate group of friends in harmony with their needs and ambition. If the architect ignores the scholar's needs for privacy, domestic scale and identification with a small environment, his dormitories will miss the mark.

The architect will also miss the mark if he fails to recognize the collective identity existing within groups of students and the educational benefits attendant upon such identity. Proximity to other students provokes greater concentration upon learning, but it also accentuates the uniqueness of men who sever customary ties with non-academic goals, loose the bonds of identity with small communities and lower schools, and develop loyalties to higher institutions, new—friends and quests. This is a disruptive process, easier for some students than others, but it is not aided by the dormitory conceived entirely as a series of cellular bedroom-studies precluding any activities that make education a corporate experience. What is needed is a plan containing spaces of well-defined use capable of nurturing contact among students and encouraging common participation and endeavor in specific, objective activities that release student energies.

Besides providing spaces and scale ranging all the way from individually private to corporate, the architecture of a residential system must also recognize the variety existing among students. Some arrive self-disciplined, others ready to explore all facets of Bohemianism and still others are insecure, possibly from an unrecognized need for outer control. Some are gregarious, others mavericks and still others are constricted by shyness.

All this variety presents problems for the architect and educator seeking the common denominator. Should he plan to have men live singly, in pairs, in suites, in rooms all alike? Should he provide rooms and apartments for faculty residents? Should he have long corridors with many small rooms, or suites opening off short stairwells? If, for reasons of expediency or financial economy, he is too ready to accept the minimum, standardized solution to dormitory planning, the architect may fail to obtain that variety and those controls needed by individual students, while planning for a fictionalized statistic who does not exist.

Moreover, the architect must face the realities of student habits. Not all activities enjoyed by students are civilized or meditative or scholarly. They are not encompassed by studying, eating, sleeping and relaxing. What about the light controls needed by a student who must still test the long-proven false notion that man works best throughout the night? What acoustical treatment is required to protect others from the background music or the typewriter working against tomorrow morning's deadline? What materials will resist the scars of baseball played indoors? The function of a room is hardly defined by the name an architect gives it, but rather by the limits of a student's imagination. There he may rehearse a play, meet with others to speak French, discuss religion, play bridge; there he may first follow a Beethoven symphony in the score, assemble his personal library, propose to his future wife. But just as likely he may become intent upon reassembling a stripped-down Ford with the fourth floor shower room! The architect cannot, of course, plan for any of these activities, but the personality of his dormitory has to suggest the range and warmth they imply. There is little an architect can do about the annual spring riot, which is as predictable as the coming of final examinations, an architect cannot prevent it, but the plan and materials he selects may well control that riot or at least save the college some maintenance bills.

Studying is the most important activity in which college students engage. The normal expectation of study in the dormitory is between 55 and 60 per cent of the total studying done. This being the case, let's consider the characteristics of good study space for the typical student.

1. A SMALL room where one may study alone or with possibly one or two other students.
2. A place being used exclusively for study--at least at the time.
3. Freedom from distractions such as movement and noise caused by other people.
4. Freedom from distractions such as noise from physical sources; e.g., telephones, plumbing, clanking radiators, typewriters, etc.
5. Good lighting.
6. Temperature and ventilation under personal control.

7. Easy access to books and other study material.

8. Comfortable chairs, adequate desk space and bookshelves.

9. Some chance to relax--wear easy clothes, etc.; and for smokers--freedom to smoke.

10. Decor and furnishings which are plain but not ugly. Definitely not plushy or "arty."

No study space is ideal for everyone. That fact clearly emerges, even though students may like a given pattern by an overwhelming majority. Consequently there must be variety. Some like plush comfort--most like their study furniture and surroundings rather plain and reasonably comfortable.

Discomfort distracts--so does too much comfort. The tall and the short are both apt to be uncomfortable in a chair designed for average people. Some like it hot--some like it cold. Some want to smoke--some don't. Some like company and pacemakers--most do not.

A Case Study

Programming Questions

The following questions should be answered or discussed prior to design of the student housing facility. Some answers will be decided by the committee, and others in conference with the planners and architects:

1. Objectives and Policies
   A. Who will be housed: All students? Only men? Co-Ed?

Only single students? Possibly both single and married? Should provision be made for convertibility to co-ed or cooperative housing?

B. To what extent shall the dorm program reinforce the educational program? Should consideration be given to inclusion of instructional as well as study space?

C. Is there a preferred building type?--i.e., high rise to preserve trees, walk-up for economy, small detached units for social grouping and variety, etc.

D. Will the facility provide a complete student community for social, dining, recreation and services?

E. What is considered as the ideal "house" or social group size at your college?

F. What activities (social, educational, etc.) should be given major consideration?

2. Location

    A. Where? (to be worked out jointly with planners or decided by sub-committee?)

    B. How much of the area should be considered as the site for the dorm itself?

3. Cost

    A. What is the budget for the facility?

    B. What does this budget include: building, with or without furnishings, site development, utility extensions, outdoor recreation, etc.?

    C. What financing requirements are there which will affect the design? Completely or partially self-liquidating?

4. Size
    A. Is there a list of space requirements for
        (1) Student rooms of various types?
        (2) Dining facilities?
        (3) Study areas of various kinds?
        (4) Lounges, recreation areas, service areas?
        (5) Administrative, staff, faculty quarters?
    B. How many beds should be included?
    C. Should provisions be made for expansion by stages?
5. Design
    A. Several types of living quarters should be investigated. Perhaps several types will be included, and provisions would be made to provide convertibility from one type to another.
        (1) Single rooms.
        (2) Double rooms.
        (3) Series of single or double bedrooms with separate study areas and with or without bath.
        (4) Cooperative or apartment housekeeping units.
        (5) Married student apartments (could be convertible to "4" above).
    B. Is it desired to foster individuality and independence by designing a variety of building or room arrangements?

C. What social group arrangements are desired?

D. Is community, suite, or individual bathroom arrangement preferred?

E. Food Service. Facilities for feeding only graduate students, or central kitchen for other use? Cafeteria or table service? Possible catering to graduate dining from central kitchen elsewhere? or vice versa? What size eating groups are desired (vs. mass feeding)? How many meals must be prepared to break even on kitchens at your college?

F. Student Services. Which of the following are desired and to what extent?

(1) Infirmary or sick bay
(2) Current periodical room
(3) TV lounge
(4) Laundry room--drip dry and ironing areas
(5) Snack Bar
(6) Sundries Store
(7) Music room
(8) Club Room
(9) Indoor recreation
(10) Outdoor recreation areas
(11) Vehicle parking facilities
(12) Bulk or luggage storage rooms
(13) Mail distribution

G. Educational Facilities. Which of the following are desired and to what extent?

(1) Lecture hall

(2) Common study rooms

(3) Carrels

(4) Library

(5) Typing rooms (to minimize late hour disturbance)

(6) Conference rooms (for meetings, tutorials, discussions)

(7) Seminar rooms

(8) TV-Electronic teaching facilities

(9) Foreign language tables, reading accelerators

(10) Music library and listening rooms

(11) "Learning Lounges"

(12) Display and exhibit space

H. Administrative Facilities. Which of the following are desired and to what extent?

(1) Security and control--is limited entrance or other special control required?

(2) Living quarters for staff or faculty

(3) Housekeeping facilities--linen storage, janitorial

(4) Offices, conference rooms

I. Will there be outdoor recreation in close proximity to living quarters?

6. Mechanical Equipment and Services

A. Should entire portion, or none of building be completely air-conditioned?

B. Will heat be obtained from central system or individual unit?

C. How will trash be collected and disposed of?

D. What type of telephone service is required? Phones in every room; in lounges with voice or buzzer paging?

In Conclusion

Many educators today recognize a three-fold purpose in higher education; to lead young people in attaining competence in intellectual affairs; to develop personal character and social responsibility; and to aid in forming patterns of behavior, thought and imagination which will best foster living happily and generously. Toward these ends the formal curriculum and its methods of education by means of lectures, seminars, conferences, research and theses contribute. But common life, especially in the residential system, is regarded as playing an enormous role.

The architect's plan for a dormitory must, in the long run, help the college to teach self-respect and respect for the rights, beliefs and habits of other men; it must help to enlarge the capacity to understand strange and opposing points of view, customs and preferences; and to foster in students the kinds of decorum expected in the manners, dress and speech of educated men.

INSERVICE IMPROVEMENT OF RESIDENCE PROGRAM STAFF

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Let us start with some basic statistics! If you were to read College Students Live Here, on one of the first pages you would find a statement to this effect: "that there will be enough residence halls built on the campuses of the United States in the 1960's to house all of Cleveland and Boston together." You look back and think you had problems; there isn't a campus in the country that isn't going to have problems staffing residence halls. Mr. Robins suggested perhaps you need to do some of your own training. I think this is one thing we all must work for. We must see how we can do this training on our own campuses, how we can do it within regional areas, or within states.

Coming back to a few things this morning that may be of some help to you--I thought you might like to have on hand a list of some other campuses where they are doing summer workshops for the mature woman. The University of Illinois had this year, and I think they plan to repeat it next year, a two-weeks workshop in June. They are giving in a concentrated time the training they are doing on a yearly basis.

This is similar to the workshop that was at the University of Kentucky last year--some of you may have been familiar with that. Another workshop, closer to some of you, is one at Athens, Ohio. Dr. Margaret Deppen is Dean of Women there and holds a two-weeks workshop during the month of July, geared primarily for those who are going to be working with living groups. There is another workshop at a little further distance, but this last year there were representatives from Georgia and some from Kentucky who attended. This is a workshop at Missouri Central State College, Warrensburg, Missouri.

Another thing I would like to say in reference to this morning--I think we must use the staff that is available to us, but I think it is most important to see how this staff relates to other personnel staff within your campus community. I don't care if we would like to have candidates with master's degrees or that person with a master's degree and over thirty-five in your halls. You couldn't find them and I can't find them, so you are going to need to find and use those people who are available. Consider carefully who on your campus can give leadership to your residence hall program. Who can work with student officers? Who can give leadership to the semi-trained people in the halls?

You may want to consider the use of a Faculty Resident. McMurray College in Jacksonville, Illinois, had a very fine young man teaching biology and serving as he head resident in a men's hall. When he did his master's work he was in a hall at Northern Illinois. Now what I am saying is this: Many of the large campuses today are using in residence halls graduate students who are majoring in every academic field. Look at the credentials of your teaching staff and see if they have had some residence hall experience. You may just find a person who can contribute a great deal to the total program in your hall. I don't think it pays to take a faculty man who has not had some experience in halls. He does not know what he is getting into, and he, having never lived there, fails to know how to meet some of the problems. You need somebody there with some residence hall background.

Another thought related to attracting personnel--I think I'll just "do a double-take" on what Mrs. Harper said. Be it man or woman in your hall, be it the mature woman or the person with a master's degree, respect is necessary for that person. Theirs is not the world's easiest job by any means. They don't necessarily have to have faculty status. It is the little things that count; include them in the social activities on campus; see that they can attend faculty meetings; see that they are able to attend professional meetings; it will make all the difference in the world.

Another suggestion--look carefully at the type of facilities you provide in your halls for your staff so that there is flexibility in using that space. We have some halls that are very beautiful, but some have a 2 x 4 room because a single woman was expected to use that room always. Things have changed and sometimes couples work in the halls and need housing. So look ahead when you are building your halls; consider what space you may need to use for staff, the flexibility of its use, and provide for the greatest possible usage of that space.

Now, the task at hand. We are going to look at the in-service training of residence hall staffs--may I say, orientation of staff. I don't care if you have just one new staff member on a campus, I think there are some things you need to do with her or with him to insure that a better job is done.

Before you even think about in-service training, before you start to find a staff, decide what you want this person in your hall to do. What is the job description? Often people fail to take a job because they don't know what it involves. Or they think they know what is involved--they take the job--and morale breaks down very quickly because someone else doesn't know what was to be done. Is the Head Resident to supervise the maid or janitor in the hall? Is the Head Resident to work as advisor to student government? Is the Head Resident to serve only as a hostess and to see that the door is locked every night at a certain hour? To whom is the Head Resident responsible? The Director of Halls, the Comptroller, the Business Manager, the Dean of Students, Dean of Women, Dean of Men, or is it a combination? Some of these things need to be spelled out before you can effectively hire or before you can effectively train.

A second thing I consider very important in training staff is to think through carefully the interview procedures you use. It is important from the very beginning that the persons being hired have an opportunity to meet the people with whom they will work on the campus. It is important that they meet some of the faculty that may come into their hall the first week of school. If towards the end of the day you are pretty sure this is a person you are going to want to hire, I don't think it hurts one bit to let a student officer in the hall meet the candidate.

If you have defined the job, have interviewed well and hired, then you are ready to consider your orientation or your in-service training. The type of training that you will plan will depend to some degree upon the type of staff and number of staff you have.

I'd like to mention that in some instances, although you may not call them staff, student leaders are going to perform a function in your hall. Many four-year colleges are making very effective use of juniors and seniors on the floors in their hall. If you don't have juniors and seniors, you may have a second-year person who has been given recognition as an officer. Through a means of selectivity you and student officers may select a group of students to serve as orientors in the halls when school starts. Even if you select only ten, twelve, or fourteen students, provide a series of four or five meetings in the Spring. Student orientors should be given basic information that you want all the new students to have. You will find that this information will not only filter out to new students, but it will have a positive effect on the whole student body. Not only have you taken a group at the end of their first year, but they are now accustomed to the school. When the President comes in to talk with them a few minutes, or when the House Director talks with them a few minutes on how they can help, their morale receives a boost. Build into your whole program the use of your student leaders and/or special orientors to help reinforce your full-time staff.

If you have any number of staff or if you are going to use student orientors, consider a pre-school workshop. It need be only for a couple of days, with the orientors coming back a day early. There's a little extra excitement about coming back early to campus, and the orientors can do many of the little things that help new students feel at home--put the name tags on doors, little things on the bulletin board to tell about the conference and the programs that are on campus. It's a chance to become re-organized and ready to greet new fellow students when they walk in. If your halls house anywhere near a hundred, one House Director can't do it all that opening day. When 100 or more are moving in, ten students up on the floors to help can mean a lot. Pre-school workshop is also important to allow new staff to become settled, have their things unpacked, and feel at home. Returning staff will be inquiring about the many things that have happened on campus during the summer. There is not a campus where exciting things have not happened and should be imparted with your enthusiasm to new and returning staff.

The new faculty that are coming to your campus and you are excited about--see that your housemothers, that your Head Residents know them. Know that there is a really interesting new history professor that students will have on the first day and see that the staff know something about him. Your House Directors are part of the campus community and you should find every way possible to let them know the things that are happening. This information, as long as it isn't confidential, can be passed on to students.

Regularly planned staff meetings during the year are another means of in-service training. Even if there is only one person, you should find some way to meet regularly with her. If you have a number of staff and you have a number of new ones, consider using some case studies. Use some samples like we used this morning. Have them react to the cases and discuss them thoroughly. Involve them in helping to solve the problems that are on the campus. Realize that they are living with the students and they may know much more than we know as we sit in our "ivory towers." There is another procedure that I'm quite anxious to use, the "In-basket" method. You begin by picking out the notes, the materials that a Head Counselor or Head Resident could receive in his mail basket during the morning or on the job during the day. Ask one of your former staff to list the things that have come to her on a typical day and ask new staff to indicate how they would handle the problems. See how they can handle those things that come to them by phone or across the desk.

Attendance at professional meetings, especially in the state, is important. Many of the state organizations of the Deans of Women Association are making provisions for the housemothers to join in state meetings. It's a chance for them to get together; a chance for a group of people working on different campuses to share ideas. By hearing speakers at the state meeting, new ideas can be brought back to your campus. It isn't too expensive out of your budget to pay for a weekend some place, and many times the Head Resident will just go herself. You may need to find some means for a student officer to substitute for that weekend.

Don't overlook the workshops that I mentioned earlier as a possibility for training of present staff who have proven to be good.

Another simple procedure, look around and find a campus close to you which has a good Residence Hall program. Let your people go for a day or two to the campus. You can contact the Dean of Men, Dean of Women or the Dean of Students there and say, "I have three Head Residents and we'd like to come up one day and just see your halls and some of the things you are doing." If nothing else happens, your staff may return realizing that they might not be in too bad a situation after all. You know we often realize when we talk to others that others have the same problems.

Another thing that is most important, and this is something many of us shy away from, is individual conference and supervision. To me this is part of your in-service training. Your individual conference is probably going to be done by the person who is directly responsible for the staff member. The person providing individual evaluations in conferences must know what the staff member is doing well enough to be able to pick up the good points and to make suggestions of things which might help. I don't know of anyone who doesn't like and will not accept suggestions given in the right way.

I think maybe the importance of evaluation goes back to my experience when I first started teaching school. We had a superintendent in the school system who never let that first year teacher go by without making at least a couple of visits to his classroom. At the end of the year every teacher in the school system would have some type of note which said thanks for these things that had been done well and there were always a couple of things suggested for improvement, things we could think about over the summer and improve on the next year. I don't know of a person who resented it.

If you are the person responsible for supervision it means that you cannot hire a new Head Resident and say, "Good luck, you just come over to my office if you need help." You take it upon yourself once in awhile to go to the hall where she lives. You need to know what is going on in that hall if you are to do a supervisory job and carry out individual conferences. This can be done by your Dean of Men, your Dean of Women, or whoever in your school has the direct responsibility for the hall. The individual evaluations, which are a part of personal conferences, can be as formal or as informal as you want. The one thing you must do is go back to the job description and consider what are the responsibilities of the staff members and how well are they fulfilling their responsibilities.

Returning a minute to your formal meetings, the spring meetings for student leaders, the pre-school workshop, and the staff meetings, there are certain things that should be on the agenda. All staff should have a complete knowledge of administrative organization on the campus. Too often when a candidate comes for an interview we introduce them to the Dean, the President, the Dean of Students, Dean of Men, Dean of Women, and think they will remember all this. However, many things do not hold over through the summer, and in the fall there will be other names to learn. Maybe it is the building and grounds man that is responsible for maintenance; he is the man who is going to come over and fix the plumbing when the plumbing goes bad at 10:00 o'clock at night. Maybe it is the person responsible for the food service. These are people that the Head Residents need to know and to know where they fit into the campus administrative picture.

New staff need to know the objectives of your college, your traditions, and your goals. They need to know the objectives of the residence halls in terms of your campus objectives. They can't really begin their work until they know some of the expectations.

The Head Residents need to have some concept of the counseling services on your campus. It may be the Dean of Men, it may be a health service, it may be a center counseling office or a professor of psychology. But your in-service training should include how and where to refer students. They need to know how to recognize problems: what signs are clues? If you do not feel competent to give this training, ask someone from the psychology department or the sociology department to help. You may also want to turn to counselors or guidance personnel of other schools in your area. This same information can also be given to the second year sophomores that we talked about using as orientors. It is often a student who begins to pick up the problems of other students quickest. They need to know where to refer students.

If your Head Residents are responsible for advising student activities, they need to know the policies for social regulations on your campus; they need to have some basic concepts of group work.

You cannot hope to do all of these things before school starts, especially if your staff are semi-trained. You must plan to do some things during the year. However, you must talk early with them on procedures for handling discipline on your campus, and define clearly their role in discipline within the hall and on campus. I think this is one of the things that must be dealt with even the first night.

If the House Director is to have a housing function, then they need to know what is expected of their maid and janitor. They must know their responsibility for supervision of them.

A topic which should be handled not only for the hall staff but might be valuable for your entire faculty might be titled "The Young Adult." What are the characteristics of the young adult with whom we work? Who is he? Who is she? What are some of the psychological problems facing this young adult today? It can be most valuable to the student personnel staff on your campus, for the chemistry teacher, the history teacher or the physics teacher to be better informed about the students they teach. It is not impossible for you to interest the faculty in the halls to the end that you may benefit from their assistance with hall activities.

I would end these remarks about in-service training by suggesting that throughout the year you keep the Head Residents constantly informed of happenings on campus and how decisions may affect their jobs. One simple thing: the police on our campus began to tighten up, which they should have done long before, on the drinking in parked automobiles. What did this do? It began to drive it right back into the residence halls. Take another little thing. I am sure automobiles are a topic of conversation on your campus; many campuses are denying car privileges. If you ever come to outlawing automobiles, consider how it will affect the residence hall staff. Students are going to have to have something to do if they aren't going off to the nearby towns in their cars.

Let your Head Residents know the campus goals, the building plans; do everything you can to build in these people a pride in the school. When they have a pride in the school and a pride in what they are doing, they pass that same pride on to the students. When you do a good job of securing or providing the best trained persons possible in the residence halls, it will affect your entire campus community; especially the attitudes, goals, and understanding of the college student as to what an education on their campus means.

THE SOCIAL AND EXTRA CURRICULAR PROGRAM AT WESLEY COLLEGE

Donald Douglass, Dean
Wesley College
Dover, Delaware

The co-educational program of the extra curricular activities at Wesley College consists of a number of clubs and various activities:

Athletic Council
Committee on Cultural Affairs
Phi Theta Kappa
W.S.C.A.
The Wesley Players
The Wesley Chorus
The Chapel Choir
Band
Wesley Echoes - Student Newspaper
Eukairia
Language Club
International Relations Club
Newman Club
Phi Beta Lambda
Science Team
W.R.A.

Each of these clubs has its own organization for specific functions. Some of these sponsor activities such as dances, parties and teas. The Athletic Council has charge of scheduling intercollegiate sports and intramural activities and handles admissions and concessions at games. Probably the most active and important committee on the campus is the Social Committee. This Committee sponsors a number of dances, parties, picnics and hay rides throughout the year. The highlights are the Freshmen Orientation Dance, the Homecoming Dance, the Christmas Dance, the Spring Dance and the Graduation Ball which is sponsored by the freshmen and the Social Committee.

Several highlights put on by our entire student body during the year include the Homecoming activities which is a football game plus welcoming of alumni, Goal Post party and dance. The Christmas decoration, which is competitive between the dormitories and for which a plaque is awarded the best decoration, is another highlight at Christmastime. This is capped by the Christmas dance a few days before the students go home for Christmas vacation.

During the year each men's dormitory sponsors two parties when the girls are invited into the main lounge for refreshments, music and dancing. These various organizations sponsor trips in conjunction with their relation to the class activities.

May Day is another highlight of our student year and on this day we have decorations, a May Day scene, and the May Pole Dance. The May Day Dance which follows is attended by many alumni who have returned and all of our students join in the merry-making.

Our final social activities of the year are concluded with the Graduation Ball which the freshmen sponsor at the end of school honoring the graduating class.

The social program is made wholesome by the ever-present activity of boy meeting girl, the dating atmosphere and the college snack bar. Add a movie and an automobile and you have the college life for our students.

RATIONALE FOR REGULATIONS AS DICTATED BY INSTITUTIONAL PURPOSES

Robert Andress, Dean
Young Harris College
Young Harris, Georgia

Thank you very much. There is nothing quite like being first on the morning program. But I assure you I will not awaken you if you are not already awake.

Since our panel deals in part with the rationale for regulations as dictated by institutional purposes and other facets under that heading, it may be good that I have the first part. Institutional purposes cut across and blend into all these other three parts of our discussion. That gives me a good excuse for merely introducing the panel rather than going into the subject in any great depth.

All of us know too well that all institutions have their purpose or purposes for existence. I think we must consider and observe very closely whether their stated purposes are also the ones they are carrying out through their actions. When we seek to set up regulations that will enhance these purposes, unless the regulations and stated purposes are consistent, we merely confuse both staff and student body. Certainly in regard to residence halls it is necessary to look at the purposes and make sure regulations are consistent with them. I would like to think that the student's purpose for being in the institution and the end purpose of that institution are coincidental or rather complementary, since a student selects an institution partly because it will help him achieve his goals. In other words, our regulations become a means of guiding the students on a purposeful path.

Since a student spends a good deal of his time in the dormitory or residence hall, regulations governing his life there are extremely important. All of us here represent a variety of institutions, with purposes somewhat unique to their own particular areas. I would say that our institutional groupings fall under about three different kinds: the church-related institution, the independent or privately controlled institution, and the state or government-sponsored institution.

I believe someone has stated that you could find almost the same regulations existing in all three of these areas. But sometimes, it is the insistence or persistence under which these regulations are carried out that may make the difference. I would say, however, of the church-related institutions that in designing regulations for dormitory living, they must or should keep in mind the creation of a religious atmosphere that will penetrate this area, as well as the other areas, of student life. To give an example they may design their regulations to permit time and opportunity for setting up prayer groups or religious organizations in the dormitory.

We spoke of the honors program yesterday. While in some institutions, especially the church-related, the honor code might be looked upon as an escape from man's responsibility to be honest, to have integrity and respect for the lives and property of other persons, in other types of institutions that same code might be interpreted in a different light. The rules and regulations governing boy-girl relationship may or may not be more rigid in some church-related institutions.

On the campus of one independent college, in the residence halls as in all other areas, an observer senses that the entire accent is on the academic. Certainly in the dormitories the regulations are designed to continue this atmosphere. To give an example, during certain hours there is to be absolutely no visiting whatsoever. Another institution, designed to help the capable but needy, planned its dormitory regulations and demanded no destruction of dormitory property. There could be no justification for paying students to destroy these facilities.

Many of these regulations can carry on over into each of these three different types. Government-sponsored institutions, for example, could have any regulations found in these other two types. Now and then, perhaps, a different interpretation may be made. For example, contrary to popular belief, some state institutions are more interested in carrying out regulations against drinking than a few church-related colleges. So each of these shade into the other and regulations must be considered not only in terms of stated purpose but also in terms of the insistence with which they are carried out.

In closing, we must remember that however unique the purposes of the institution are, they must be championed first by those in authority and that includes the dormitory or residence counselor. The students can see a justification for regulations in residence halls when the residence counselor understands them, is in agreement with them, and can also justify their existence in a way meaningful to students.

RATIONALE FOR REGULATIONS AS DICTATED BY PARENTAL EXPECTATIONS

Irby D. Engram, Dean
South Georgia College
Douglas, Georgia

I am to talk about parental expectations within the framework of the rules of the institution. What rules should a junior college have? Should they be devised to meet Mama's and Daddy's expectations? If we try to make our rules and regulations to please parents we may have to remember the advice the boy gave his dad when he was about to whip him. The father said, "Boy, you scoundrel, I am going to hang my hat on this cornstalk and I am going to whip you." He said, "Pa, you got to catch me first so you better put your hat on your head. We may not come this way again."

To be more specific, I'll illustrate from my own experiences. In 1946, a man from Florida came into my office and said, "I'd like to enroll my girl-child." (She was a very fine, buxom-looking girl from middle Florida.) I said, "All right." (You know, in 1946 we took anything that breathed.) He said, "Now she's a good girl. But she's rather high-spirited. And every now and then the only way I can straighten her out is to whip her. So, I want to authorize you here and now to take your belt out and thrash her good if she misbehaves. Just mow her down and she will behave herself." She says, "Oh, Pa." He says, "I mean it. Just give me that piece of paper and I'll sign it because that's the only way. If she doesn't behave call me, and I will put her back behind the plow in the orange grove on my farm. That's where she came from yesterday."

What kind of a rule would you expect the college to have? How would you have fitted this pattern if you were making a rule for his daughter, and all daughters were like his daughter, and all parents were like he was?

In 1953, I had an occasion to place a young girl on probation--she had acted ugly. I didn't know exactly what was taking place, and I had to find out. I said, "Now, go to your room and stay there tonight until I can investigate and find out what this situation is . You can go to class, go to meals; otherwise stay in your room." Well, Mama called me not too long after that. And she said, "You are acting grossly unfair. You cannot do my daughter that way. Take her off probation and call me back and tell me you have done so, or I will come up there tomorrow and straighten you out." (Or words to that effect.) Well, I hung the phone up and didn't listen to the rest of it. But the next morning, because I hadn't called her back I went in my office and there she was. She had come to change the rules of the school a little bit. She says, "I know my daughter. She would do no wrong. I have built her for 18 years--block after block--and

I know every block that went in her." And I said, "Yes, and she's added a couple of stories to that foundation since she's been here." "You do something about this situation," Mama demanded. I said, "Well, now, lady, do you know last night your daughter went out, not only did she go out in violation of these rules, but she stayed out too long. The lights were out when she came in. I wonder why she did that. Did you know it?" She said, "Yes, I called her last night and I told her to pay no attention to your regulations. You're unfair and unjust." I said, "Lady, there is no use of our talking anymore, is there?" She said, "Why, what do you mean?" I said, "Well, you're no longer the mother of a student at this institution. You're the mother of an ex-student. You're now the mother of an alumna!" Now then, what kind of rule would your school set up to take care of these kinds of situations--a man from the orange grove and the politician's wife from the big city of the southeastern area?

At a meeting of personnel workers in Atlanta recently, I spoke with one man who said he had been very interested in this past year or two in the subject of parental expectation. He said, "At first I did pretty good. But now I'm utterly confused. I don't know what to expect or what not to expect." I think he speaks for a lot of us. Now, you run into people every day--or almost--who know themselves and who know what they want in the college program for their children. They have a pretty good understanding of their own background and the qualities and capabilities of the party that they bring to enroll at your institution. They are delightful to deal with. The rules for the boys and girls of that background can be very general.

Of course, there is another type of parent, he's perfect in his own eyes. You remember the man who says, "I've got a perfect wife. Certainly, I don't know of anything wrong with her. She is all right in every respect. She has no faults. Just one tiny little thing that might be a little fault--she does cuss a little when she's drunk." So rules have to be made to fit the child for all these types of perfection.

The way to spell expectation is very simple. You spell it in four letters: HOPE. There is a distinction between parental expectation and parental hope, though quite often the parent apparently gets them confused. When parents say they expect so and so, do they actually expect it--or just hope for it? Often you find out that the parent has hopes his boy or girl will do so and so. Of course, expectation and hope of a particular parent depend on the background of that parent in all of the many phases of his life. Thus rules based on parent expectations would sometimes be based really on hope instead.

A lady was in my office a day or two before I came up here. She was hoping to enroll a girl who was a transfer student. I had referred her to the admissions office but she said, "No, I want to talk with you about this girl. She wants to transfer from another institution." So I looked at the girl and asked, "Well, now, what's the reason? Are you able to go back next year or have you been suspended?" Before she could answer the mother jumped straight up and said, "Oh no, no, NO. I'm sure she can return. She has not been suspended." I said, "Well, what's the circumstances then?" The mother continued, "Well, I talked with the dean and here is the situation: In this school, during the freshman year a student has to make a 2.5 average. Now, my daughter made a 2.15 average. She has withdrawn herself because she did not quite make that average. Therefore she is not suspended. I feel that she is justified to make application here because she withdrew herself." What kind of rules do you make for that kind? Urban, simple, cosmopolitan, rustic, sophisticated, moral, immoral--whatever the status of the parent, most of them expect some kind of harness of rules to be put on their horse.

Now, what does the specific family expect? Well, you ought to ask yourself the question: What does mama expect and what does papa expect? Just because mama expects one thing, daddy doesn't necessarily expect the same. They may have different understandings of that particular boy or girl. For example, one morning a Florida gentleman who is a salesman in our territory brought a couple of boys by and said, "Now this is my boy and this is my friend's boy.

Knowing this school because I pass through here a lot I want these boys to enroll here." I said, "All right. Let's talk about these boys. What kind of boys are they?" He gave a very graphic illustration. He said they were lost balls in high grass. But later on I had occasion to talk to mama. When I asked her what kind of boys they were, she described them as "splendid fellows" and assured me they would do well. So you have to break this thing down into what mama thinks and what papa thinks.

A gentleman from Atlanta was talking to me about his son year before last. "I had high hopes of this boy making good progress but apparently your rules are not too confining and I wish you would tighten down your regulations in relation to my son so he will do better," he said. I agreed. "Let's talk about your son a little bit. He has a boat with twin motors parked back behind that tree yonder. He has a Cadillac automobile. He tells me you give him $250 a month spending money and a credit card to buy gasoline and such stuff as that. I know he has a bird gun and he has some skiis sticking over there in the back of his boat. And he's got a good appetite for government liquor. Now then, what do you expect?" He said, "Well, what would you suggest? What kind of rules do you suggest for him? I don't know!" I told him, "Well, the first thing I'd do would be to take his car home and cancel his credit card. Then I'd take his gun and shoot holes in the bottom of his boat. I'd put the gun stock in the furnace and brad the barrel of it. I'd make splinters out of his water skiis to build fires with in the winter time. And I'd give him just enough money to buy a little rubbing alcohol for sore feet." He said, "I can't do that. Mama won't let me do that." So you've got all types. You have to modify your rules to suit the occasion.

Now, in general what do parents expect? It's got to be general, it can't be specific. They expect certain rules to be enforced in the residential halls relating to cleanliness. Now, you know and I know that every boy and every girl is a potential hog and "hoggess" and in three weeks' time unless some rules are enforced it would take shovels instead of brooms to clean those rooms. Mama and daddy want you to enforce some kind of rules for cleanliness in dormitories and other places. They also expect rules of a general nature pertaining to orderly conduct because they want that kid to be in class, and to behave himself. They want the dormitories to be reasonably quiet and peaceful so he can study. They expect him to be orderly in the dining hall and at college functions. If those things are not obtained then you have not lived up to the expectations of the parents--and, of course, you never do in those areas.

Parents expect student control and discipline. Now that word student "control" is new to me. I didn't know it until a week or two ago. I've been dealing with discipline all my life but in this conference at the regent's office I asked that discipline be discussed. We never did get into what I thought was discipline. We got to the counselors and advisors consulting each other about student "control". So they say "control" is a good word and I suppose it is--you control the student to prevent discipline cases from coming up. The parents expect some type of student control and even discipline. They don't mind if their boy or girl is put in a somewhat embarrassing position sometimes as long as they think it is just. The parents want rules for class attendance. They expect their child to get an education--whatever that means to them--and certainly they want to enhance his ability to mature and make wise choices or wiser choices as the period progresses. Next they expect their child to bite the apple of culture and religion to some extent even though a lot of folks feel that when a boy gets of college age that college can do little for his manners or his morals.

Now, that's an inadequate coverage of the things parents expect. But, I've tried not to do too much of what our janitor, "Butch," says he did when the preacher started talking about likker drinking--beating around the bush, that is. Thank you.

RATIONALE FOR REGULATIONS AS DICTATED BY THE NEED TO CREATE A CLIMATE FOR LEARNING

Roy O'Donnell, Dean
Mount Olive Junior College
Mount Olive, North Carolina

The point was emphasized yesterday that the residence program should complement the instructional program, and there seems no need to belabor that point. Assuming that this is true, however, I think it follows that the residence regulations should help create a climate for learning. At least, they ought not to interfere with the climate for learning. As I understand it, the basic reason for residence regulations is two-fold: first, to restrain the student who has no desire to learn; and second, to protect the student who does have the desire to learn. Of course, most of our schools have students of both kinds. If we could segregate them, perhaps we could have different kinds of residence regulations for the two groups; but there is no way to know in advance who is who.

One of the things we should be concerned with in establishing residence regulations is the establishing of a wholesome, physical environment--and this has already been touched upon in a previous speech. I think it is quite obvious that students who live in an extremely messy room--one that must be cleaned with a shovel--are not likely to be able to function very efficiently as students. There is something about the environment that affects the general outlook of the student, and poor surroundings may be reflected in poor academic performance. In short, messy rooms are not conducive to studying. If students will not keep an orderly room on their own initiative, it becomes necessary to make some kind of regulations about rooms.

Another concern is the wise use of time by students. Students need time to sleep. One of our speakers made the point, yesterday, that the student who comes to class half asleep is not a good student. We could go further and make the point that the student who does not come to class at all is not likely to be a very good student. It is important I think, at least in some schools, to have regulations that will insure the proper amount of time designated for sleep and an adequate amount of time for study. I have known situations where those who studied had to do so in spite of other people in the house. Sometimes conditions made it necessary for them to leave the residence hall in order to get anything done. It seems to me that the institution does have an obligation to the serious-minded students in providing a place for them in the residence hall where they can study without too much interreption.

In establishing residence regulations, first of all, it is necessary to keep in mind the kinds of students there will be. I am sure that here, today, we have a number of different kinds of institutions represented--institutions that draw from different types of people. If students come primarily from homes where self-discipline has already been developed, this will affect the type of regulations needed in the residence halls. On the other hand if, as a group, they come from homes where self-discipline has not been encouraged, different regulations are required.

Another thing to keep in mind is the degree of students' intellectual motivation. It seems to me that if students have a strong desire to learn, few regulations relating to study are required. On the other hand, where many students are not serious about intellectual achievement, regulations that encourage learning are needed.

Finally, it is necessary to keep in mind the morale of students. It is possible to set up a system of regulations that will destroy student morale. When student morale is low, there is not, of course, a good climate for learning.

In conclusion, regulations can be so lax that chaos and disorder result. This situation would not provide a favorable climate for learning. On the other hand, regulations can be so strict that they result in poor student morale; neither does this create a good climate for learning. To illustrate from my own experience as a student, one institution I attended was quite conservative. We had a dean of students who thought that all problems could be solved by regulations; so we had plenty of regulations. Eventually, the excessive number of trivial rules led to loss of respect for regulations. After a period of time, student morale was impaired and many of us lost some of our motivation for learning. Later I transferred to another institution where quite the opposite situation prevailed. If there were any residence regulations, many students never knew about them. We had no time for lights to be out, no time when everybody had to be quiet. The result was a condition approaching chaos. Some students learned, but it was in spite of, and not because of, the situation.

These two situations illustrate opposite extremes. In neither situation, in my opinion, was there a favorable climate for learning. Somewhere in between the two extremes I think we can establish regulations that will contribute something to the climate for learning.

RATIONALE FOR REGULATIONS AS DICTATED BY GROUP LIVING

Raymond Carson, Dean
Ferrum Junior College
Ferrum, Virginia

When one is the fourth speaker on a panel, he can assume one of two attitudes and take one of two courses of action. If he is an optimist he will say to himself, "They needed a good speaker to hold attention to the end; so they chose me." If he is a pessimist he says, "Well, they knew that after hearing three college administrators, all minds would be so anesthetized that no one would hear a fourth speaker; so they put me at the end because I am the weakest." I am not sure whether I am an optimistic pessimist or a pessimistic optimist. As for the two courses of action open to a fourth speaker, he can either say something that is so profound that people will have to listen, or he can say it so softly that he doesn't wake them up. Being a relatively new arrival in the field of education, I am certain I have nothing profound to say; and having been a Methodist preacher for 11 years, I am not sure that I can say it softly. Nevertheless, I will try.

It has been said that only two things are sure--death and taxes. We could add a third--rules and regulations. At birth we come into a world governed by regulations, and early in life we learn that we are not the masters of our world and that our behavior is regulated. This is true in every area of life. We cannot live in society without rules by which to live. Life in the college residence hall is different in many ways, but not so different that it needs no regulations. Yet, both as students and as faculty, we discuss regulations as if the college freshmen were meeting them for the first time. College regulations are the same "old man" that we have lived with in one form or another all our lives. Perhaps the reason we must endeavor to justify "his" presence in college is that the "old man" is so offensive to the rebellious eyes of the late adolescent--offensive because he is so active and cannot be ignored. We run head-on into him from the first day, and he stops us short. Other elements in college life do not loom so large because they are passive. The lack of student activities may be as distasteful to the student as are the regulations, but this lack is passive. It is the absence of something and, therefore, is not often criticized by the lonely freshman.

As we think in terms of the rationale of regulations, we must preface our inquiry by the acknowledgement that regulations are extremely important. They are important because, as Dr. Fordyce said at the Administrative Institute on The Climate of the Campus, we are dealing with something that vitally affects one of the most important "publics" with which the institution has to deal. Moreover, in dealing with regulations, we must remember that we are working with human life, which is always sacred. We must also remember that, though regulations are an important segment of the total process of group living, they are only a part and alone cannot save or damn the institution.

How then do we justify all those little rules that we hold so sacred and print so confusingly in our student handbooks? How do we justify the presence of the "ugly old man" called rule in the sophisticated halls of the college dormitory?

First, we must have his presence there for the purpose of controlling the lives of our students. Now there's a dirty word for you--"controlling." It will bring screams of horror from every freshman, for the word is especially repulsive to the uneducated ears of the young collegian. To control here, however, has more the meaning of to guide, to pilot, to lead than that of to command or to dominate. A body of water can be a flood which destroys; on the other hand, if properly engineered and guided, it can be creative. Life in a residence hall, if allowed to roll along uncontrolled, can be a destructive force; but if it is controlled, piloted, guided, it can be creative, and from it will emerge adult individuals.

Control is not new to the college-bound young person. He has had it in his home. Junior takes it for granted that his father would not permit him to wash the car in the middle of the front lawn. Why then is it so unusual that the Dean of Men should put a notice on the bulletin board prohibiting the washing of cars on the front lawn? Or Junior may make a mild protest when Mother refuses to permit him to keep a dog in his bedroom; but it is cold-hearted cruelty, prompted by a desire to harass students, when pets are forbidden in the dormitory! If the mob of students who arrive on orientation day are to be more than a band of wild young people, each doing as he pleases and creating mass confusion and destruction, there must be control. These students must be guided, led, piloted. The only way we get this control is by rules and regulations.

A second justification for the presence of old Mr. Rule involves a more pleasant, but equally misunderstood word--freedom. How does that sound? "Wonderful!" shouts the college freshman struggling to free himself from the tyranny of old-fashioned parents. (And, of course, all parents are old-fashioned.) To say that there must be regulations if there is to be freedom sounds paradoxical. Is not freedom the absence of restraint and are not all rules and regulations restraining? No. Not really. Freedom is illusive and often misunderstood. There can be no freedom any place without rules, and this is particularly true in group living. If student A is to be free to study, the behavior of student B must be regulated. If students A through W are to be free to get their rest, there must be a rule .

forbidding students X, Y, and Z to have a "jam-session" at 2 A.M.

Now comes the difficult task of reaching a balance between your freedom and my freedom. My freedom may have to be restricted in order to insure yours, or vice versa. I am free to swing my hand. You are free to move around. But, my freedom ends where your nose begins. In thinking of regulations and freedom we must see that regulations carried to a certain point insure freedom. Beyond that point, they restrict freedom. To be regulated to insure your freedom and mine is a fine thing, but to be regulated so that the freedom of both of us is restricted is something else again. And who can tell when we have crossed this invisible line?

The institution is now forced into answering some very basic questions and into formulating some very basic philosophy. Just how free should the student be? How restricted should he be? Or to say it in other words, how much responsibility does the institution assume for seeing that the student will not make a mistake? How much freedom should the student have in making his decisions? We can give him complete freedom on the premise that he is now a man, and we can stand by and weep while he drowns in the new and strange sea of liberty. Or, on the other hand, we can regulate his life so that any opportunity for making even the most minor decision is eliminated and we have left only a machine whose humanity has been stolen from him on the pretext of love and protection. For example, we might say that we do not forbid alcoholic beverages in our dormitories bethey are not forbidden in the cold, cruel world for which we are preparing our students. We do not wish to shield them from the temptations which they will face in later life. This sounds noble, but where do we stop with this logic? On the other extreme we might say that we never allow our young ladies to be unchaperoned in the presence of men. They are young, and they may fall prey to temptation. How far will we follow this logic? Using the logic of the first approach, we might just as logically say young men are allowed to bring women into their rooms as over-night guests. Using the logic of the second approach, we might say that young ladies are required to eat all the food served them in the dining hall for fear that they will be tempted to choose an unbalanced diet. We can readily see how quickly we may get into the realm of absurdity in either direction. Yet where do we draw the line? The institution must at least partially formulate its basic philosophy in this area before it can write the rule book. And I need not remind you of the difficulty of getting a faculty committee to agree on any point of philosophy.

We need regulations to insure freedom, but not to restrict it to the extent that we stifle growth. How much freedom do we wish to insure and how much do we wish to restrict? This is a basic question.

We never mature to the point where we do not need to be protected from our own foolishness and the foolishness of others. Thus, a third justification for regulations is that they are necessary for protection. When Mary and John were at home they were seen daily by their parents who took note of their physical condition and who knew where, when, and with whom they went out. The parents knew their eating habits and the attitudes they developed. Thus, the parents were able to guide and advise them. But when Mary and John live in the dormitory with a hundred other men or women, these daily informal checks are not possible. Instead, they have to be crystalized into specific rules. These checks are taken for granted at home; in the residence hall they are resented as an invasion of privacy. John would not think of going away to visit a friend for the week-end without telling his parents where he could be reached in case of emergency. Yet, when you require him to sign-out when he leaves for a week-end visit with his roommate, he rebells against this and says he is being treated like a baby. Mary takes it as a matter of course that she will tell her mother whom she is dating and where they are going; and if her date is a stranger, she expects to introduce him to her mother. Make this action required in the dormitory and you will hear howls of protest. "They do not trust us," Mary wails.

Regulations are necessary for the protection of students from their own foolishness and the foolishness of others. In formulating regulations regarding health and safety, we must seek to reach that narrow zone between genuine concern and coddling; and the student must somehow be made to feel that rules are made for his benefit and not for his embarrassment or harassment.

Rules are as necessary as plumbing in any residence hall. For if there are no rules, there may not be any plumbing very long. We need rules for control, to mold this potentially destructive mob into a creative and growing group. We need regulations to insure freedom, both yours and mine. We need regulations for the student's protection--of his person, his personality, and his health.

In formulating these rules which are so necessary, we should keep several basic principles in mind as we face this almost impossible task:

1. Students should begin to assume adult responsibility in college. Adults are controlled by regulations and yet enjoy freedom--even the freedom to make mistakes.
2. Students have not yet grown up. They are still adolescents rebelling against all authority and complaining about and criticizing rules.
3. Parents hold the institution responsible, first, for aiding the student to grow into responsible adulthood, and second, for any harm that may come to his

person or his personality or for any trouble he is allowed to get into.

4. When rules are explained carefully and the need for them made clear to students so that they see the "big picture," the large majority of students will accept them and abide by them most of the time.

CASE REPORTS: "DEALING WITH VIOLATORS"

First Case Report

W. P. Lipscomb, Dean
Perkinston College
Perkinston, Mississippi

A. Student enrolled in the local Junior College after completing two years in the United States Navy. During his freshman year A. was a model student. He consistently was listed on the Honor Roll, participated as a member of the basketball team on a partial athletic scholarship, demonstrated a most cooperative attitude with respect to the total college program and earned the respect of students and faculty members. During the latter part of the Spring semester, A. campaigned for the office of Student Council President and was elected easily.

As the sophomore year started, A. was exuberant and promised to be a strong student leader. He intended to play basketball again and felt that he should be given a full athletic scholarship. The basketball coach felt that he could not award A. a full scholarship because of his limited playing ability and because only a few scholarships of this type were available which must be awarded to superior performers. A. felt that he was being discriminated against and that he definitely was worthy of a full scholarship. He told the coach how he felt and also discussed the matter with the Dean of Students. The Dean advised A. to accept the partial scholarship and to make a determined effort to demonstrate his ability since school was just getting under way and there was the possibility that the scholarship arrangements could change by the opening of basketball season. Besides A. could demonstrate maturity and a spirit of cooperation by staying with the team which could be helpful to A.'s position as Student Council president. A. would not agree to this and decided to quit basketball completely.

A. soon asked the Dean of Students to help him through some kind of part time work assignment because of limited finances. The Dean was able to help A. get a job collecting dry cleaning on the campus for a local laundry. He was able to earn approximately $50.00 per month, seemed grateful and worked conscientiously at this job.

During the year A. performed his duty as Student Council president effectively for the most part but would not attend the basketball games. As Spring approached he began to feel that the Council really had not accomplished very much and expressed this feeling to the Dean of Students. Actually the year had been a peaceful and harmonious one and the Council had been involved many times in working with campus activities and faculty-student relationships. It was generally felt by the Administration that the Council had played a vital part in maintaining a good wholesome campus spirit.

During the last three weeks of school A. and a group of his close friends felt that the school should institute an exemption policy which would let graduating sophomores who had earned a "B" grade in a subject up to the time of final exams be exempt from this particular exam. A. brought this up in a Student Council meeting. The faculty sponsors of the Council pointed out that the Constitution provided a method by which recommendations of this nature could be presented to the Administration and that the correct procedure was to draw up the plan, if it was favorably voted upon by the Council, and present it to the President of the College. If the President and Administrative Council agreed to the recommendation then the policy would be recorded in the Student Handbook and College Catalogue and go into effect the following school year. This did not satisfy A. or his close friends and he sought audience with the President of the College. A. was told the correct procedure to follow once again by the President, but he was quite disturbed and commented that this was a foolish policy. A. then proceeded to circulate a petition to the effect that the stated exemption policy should go into effect immediately for the benefit of the present year's graduating sophomores. About 60 sophomore names appeared on the petition which was brought to the President of the College. The President disregarded the petition and once again told A. about the correct procedure to be followed in trying to bring about a change in policy. A. was insubordinate and both the President and the Dean of Students had to reprimand A. for his behavior.

From this point on A. would not take part in any of the school activities. It was traditional that the Student Council sponsor a Farewell dance in the gymnasium on the last Thursday evening before the end of the school year. As the date for this year's dance approached, the Council members other than A. accepted this responsibility and made the necessary preparations for the dance. A. did not attend the dance and while it was in progress he left the campus, drove to a beer parlor in a neighboring county and drank excessively. After the dance was over, A. was found by two faculty members lying on the campus in a stupefied condition. The faculty members carried him to his room where he roused and caused quite a disturbance in the dormitory. He was put to bed eventually but later on got out of bed and caused a disturbance again. The dormitory supervisor had to come to his room and quiet him.

The next morning A. was called before the disciplinary committee. The Committee was composed of the President of the College, Dean of Students, Dean of Women, Dean of Instruction, and Athletic Director. The President of the Student Council normally sat on this committee but in this case the Vice-President took the President's place.

Disciplinary regulations stated in the catalogue and Student Handbook that the use of alcoholic beverages may be reason for dismissal from college.

Graduation was to be held the following Monday evening. A. was scheduled to graduate with "Honors." Sophomores had all completed their final examinations the day before.

What action should the disciplinary committee take?

* * * * *

Mrs. Kenney R. Harper
Dean of Residence
Midway Junior College
Midway, Kentucky

Mary Smith is a tomboyish girl. She dresses in manish clothes. Her hair is clipped short like a boy's. Hatiche Nierman from Turkey is pretty, vivacious, extremely feminine, and very lonely. These girls become intimate friends. Their conduct is such that it causes considerable speculation among the students and is of concern to the staff members.

How should this problem be handled?

WHY MONTICELLO COLLEGE DECIDED TO RENOVATE EXISTING RESIDENCE FACILITIES

Duncan Wimpress, President
Monticello College
Alton, Illinois

Some of you may remember that, at the beginning of this conference, I said I was especially pleased with the opportunity to be here and to learn. After the hectic summer we have been through at our campus, I could hardly wait for Thursday morning so that I could learn why Monticello College started to renovate its existing residence facilities! I am sure it could be said at the outset that any remarks I have to make are mostly academic in terms of your institutions, because obviously the question of renovation of dormitories is one that must be tied to the individual instutition.

I was asked to do two things in my remarks: first, to define renovation; and, secondly, to tell the condition of the area prior to renovation. By renovation of our dormitories--at least this year--we mean a rather complete job. We are putting in new roofs, new floors, new ceilings, new doors, new window screens, new fire stairs, new heat controls, new lights in closets, an alarm system and a public address system. We are completely re-doing the bathrooms and rewiring and painting everything. This is a total renovation job.

They did leave the outside walls standing and a few other things.

The prior condition of these dormitories was fair. They had not fallen down. In some places I think we had painted an extra coat to make sure they didn't fall down! But they weren't in terribly bad condition. These are old dormitories--built around 1900--they have substantial stone walls--some 3 to 4 feet thick. They had slate roofs, and the contractor who is doing the roofing told me we had 600 tons of slate on top of our buildings. I know now why they had to build the walls so thick.

I might say that if any of you have the least idea as to what one can do with 600 tons of slate, I would be delighted to talk with you! It is an enormous problem. We even went to a brick manufacturer to find if they would grind it up and put in into brick. We found they make a very special brick with ground slate in it--the only trouble is they have so few orders for it they make it about once every 20 years. We didn't happen to hit that time, so we had to have it hauled away.

A sprinkler system had been installed some years ago--the most complete sprinkler system I have ever seen. I haven't the slightest idea who the architect was who designed it, but when they sprinkled, they were going to protect against fire everyplace. We have one of the few dormitories in which the shower room had a sprinkler head. Furthermore, in order to save money at the time, I am sure, the entire sprinkler system was exposed--that is, the pipes were suspended. Of course, this meant that each dormitory room had a very complicated and unattractive system of pipes and sprinkler heads. The doors all had transoms which were fire hazards that had to be eliminated.

We also had a considerable problem with wasps. They had entry through worn screens and in the spring in that part of Illinois, the wasps become a real problem. We sprayed and did all the standard things to prevent it but were unsuccessful.

When my administration came to Monticello, we began a system of painting every other dorm room every year. So we painted half the rooms one year, the other half the next. This may seem a little frequent to you, but considering the condition the rooms were in, it seemed the best thing to do at the time. In many ways, I think our dormitories might have been the "Wiegman system" applied to dormitories rather than management.

On the plus side, the rooms are large and very interesting. They are not all just rectangles. The windows are attractively placed; they are light, they are airy. They had very high ceilings--about 10 to 12 feet high. So in renovating, we dropped the new ceiling below all the piping so that only the small, chrome-plated sprinkler heads are exposed. We are trying to make them more attractive and better physically.

Well, why did we do it? For two reasons: they obviously needed it and it was cheaper to renovate than to build. We acquired about 200 virtually new dormitory rooms for about $300,000. We couldn't build them for that.

The other reason for renovating was that we have recently undergone a rather intensive soul-searching at Monticello, and decided to completely revamp our residence program. This made renovation of the dormitories seem most appropriate at this time. We felt that if a new program were begun at the same time the students came back to new facilities, this would be a plus factor in anticipated success. So this was the reason for our timing.

If I seem a little nervous, it is because I had a call yesterday from my office telling me that in our area the iron-workers and cement-finishers have just walked off the job. If they throw up pickets, other craftsmen will not work, of course. Our schedule had anticipated the painters walking out the door as the students walked in. If they throw up a picket on campus this week, the painters may be there when the girls return.

I would repeat that I feel the question of renovation of buildings is entirely an individual one. Obviously, such factors as the condition of the buildings, the financial condition of the college, institutional goals, and hundreds of other factors come to bear on the situation and I think it would be highly presumptuous of me to indicate that our reasons are applicable on your campus. I don't know that they are at all. They seemed good reasons to us, and if we can keep the pickets off our campus, they probably will be good reasons. If not, I haven't the least idea of what to do with an entire student body which arrives when you simply don't have any place to put them. I have warned my wife that our gest room may be a bit crowded.

Maybe you'll decide to renovate--but if you do, the one thing I can guarantee you is that sometime during the job you will have occasion to go quietly off in a corner and wonder why.

SOME BASES FOR DECIDING WHEN TO REPLACE EXISTING RESIDENCE FACILITIES

John Rowlett, Architect
Caudill, Rowlett and Scott
Houston, Texas

Bob Wiegman has said that I am an educator. I take great pride in feeling that I am an educator; even though I find that being an architect sometimes gets me in conflicts with education.

We have talked about renovating existing dormitories. Now I have been asked to discuss the replacing of residence facilities and to offer some basis for knowing when to replace existing residence facilities. Of course, it has been my observation that the time for replacing a dormitory comes when a building gets so tired and so worn from many years of constant use and faithful service that it is just at the point of falling down. It has been the tendency to use a building as long as it is structurally sound, and in many cases this has resulted in unfortunate situations. Dunc Wimpress commented that one of his buildings was built in 1900 and had 5-ft. thick masonry walls. Sometimes we wonder whether this is a good policy, because when buildings are built in this manner, we impose upon future generations inflexible spaces that do not permit change. There results a sound permanency about which nothing can be done. At times, we as architects have taken the attitude that it is unwise to build with such permanency. Once we thought it would be better to build a building that would last no longer than 20 years. Then it would be amortised and could be torn down and replaced. Advantage of any new situations and educational developments could then be taken in constructing a new building. I noticed a number of frowns when I mentioned this. But I also noticed a number of smiles and nods. Actually, we finally stopped talking about it because we lost too many jobs--it just didn't work. So, when do you tear down a building?

I had an experience in Colorado where there were a number of buildings that had been built in the early 1930's. One of the newest ones needed to be replaced since one end of it had sunk about 7 or 8 feet as a result of bad foundations. On the other hand, there was a very delightful old elementary school building that had been built in the early 1890's. It was a very unique old building with stone walls--a 2-story affair with 4 classrooms. A perfectly structurally sound building--in fact the most substantial old building I think I have ever seen, though completely out of date for the purposes for which it is being used. People hold onto old buildings--I hate to see them come down myself. But present-day needs provide a basis for tearing them down, even though the only substantially sound basis in our present society for replacing them is the fact they are about ready to fall down.

A second basis for replacing a building is simply that it no longer serves the purpose. This does happen to buildings--it happens to dormitories and residence halls. We try not to recognize this fact so that we can continue to use the space, because space is precious and dollars are precious for every educational institution with which I am familiar. There are cases, however, where a building's design cannot be changed to bring it up to date--and this serves as a basis for its being torn down.

Another basis is a building's becoming structurally unsound. This happens, or happened, when many of the buildings we are now using were built. We didn't have information on soil analysis in order to provide the proper foundations. The Colorado high school that I made reference to is an example of an error in predetermining the proper foundation. I have seen many buildings where tie rods have been used to hold the walls in place and to prevent their tipping out farther. By that, I mean that the walls are leaning outward so the roof joists lack the necessary bearing for safety. I once taught in a classroom in the second story of a two-story building that had a roof with 2 x 12 joist fitted into the wall. I could see where the top of that wall had moved out about 2 inches and these 2 x 12's barely had enough joist bearing to keep it there. I was always afraid that the roof was going to cave in. Conditions similar to this signal the time to consider tearing a building down. And this can happen to new buildings also. I was called last summer concerning a building that had only been built for five years. Economy was the determining factor on which it was designed; and it turned out to be a case of false economy. The earth underneath the concrete floors had expanded in the middle of the classroom and the floor had risen at least 12 inches above its original elevation! As a result, the outside walls had been pushed out so much that they were almost ready to fracture. I estimated the cost to correct this situation and the only answer I could offer was to replace the building. To take the floors out and replace the foundations as they should have been done originally and to make all the repairs in the cracked masonry walls would have been more costly than replacing the structure. The activity of tearing out and then rebuilding means performing double work.

Other buildings sometimes become firetraps. Generally, codes in most of our towns, cities and states prevent this happening, but some older buildings were built before safety codes were devised. We all know of the fire that occurred in Chicago in an elementary school. The building was a firetrap and the results are well-known. I was close to this tragedy because at the time I was serving on The National AIA School Building Committee and one of our primary duties was combatting the derogatory effect that resulted from this particular fire.

Another basis for replacing a building comes from unusual situations. I remember a case that illustrates this point; on a college campus in a western state a building was abandoned after it was only 4 years old because it had been placed in the wrong location. Due to a lack of planning and forethought the building was built in the wrong place so it was abandoned. I was called in as a consultant because a member of the state planning commission was outraged at this expenditure and felt that through long range planning of all state institutions perhaps they could prevent this sort of thing from happening again. This is another basis then--for replacing a building--if you can imagine such a thing happening on your campus.

I know you will have questions; so Bob, I turn the program back to you.

STUDENT HOUSING FACILITIES

Mrs. Opal Corley
Housing Office
Florida State University

The student housing facilities at Florida State University are administered by the Director of Housing along with an Assistant Director of Housing and an office staff of 15 people. In addition, two executive housekeepers supervise 11 housemanagers, who in turn supervise 89 maids and janitors in maintaining the buildings. The Director of Housing reports all activities directly to the Dean of Students. Our bookkeeper makes a monthly financial statement to the University internal auditor, to be included in the University Financial Statement.

All housing fees paid by residence hall students are collected in our office and deposited directly with the University Bursar. Our students' residence facilities include 2 men's halls with a total capacity of 1,140 students, and 11 women's halls with a total capacity of 2,566 students. We also have 18 fraternities which house 543 students, and 19 sororities which house 666 students. This makes the total student capacity of 4,915 students.

Under construction at this time is a new unit to accommodate both men and women which will provide an additional

586 spaces. We also have under construction a 96 unit hi-rise apartment building which will accommodate 192 students. Our present facilities for student families include 473 units recently constructed which supplemented the existing 100 units. In addition, 322 units are now under construction for student families. We also have space for parking 80 trailers.

The various divisions of the University housing system are budgeted separately in the University account on a self-sustaining basis. The Housing Office handles 12 of these budgets. The salaries of the Director of Housing, as well as her staff, including 50% of the salaries for the Residence Halls Counselors, are paid for by student housing fees. Housing at Florida State University is not subsidized by the state. The University accounting system is based on a cash receipts and disbursements concept of accounting. Our office maintains an accrual set of books for management purposes. Our books give us a complete breakdown of all individual services to the students which include repairs, utilities, telephones, etc. Based on figures for 1962-63, our records indicate that the cost per student on an annual basis amounted to $249.00. Since our trimester rental rate was basically $275.00 per student for 2½ trimesters, this means that we had only $26.00 left to take care of building improvements, capital outlay purchases, and to build up our cash reserves for future planning.

The income on our annual report reflects not only student fees, but certain other income from interest earned and forfeited room deposits, all of which we plan for in our budget based on piror year figures.

Since the major problem in housing students seems to be the paper work involved, I have handed to each of you a packet of material received by the student or used in our office. At this time I should like to explain the manner in which these forms affect all housing at Florida State University.

INSTITUTE ON ADMINISTRATION OF THE JUNIOR COLLEGE RESIDENCE PROGRAM

Banner Elk, North Carolina

Institution	Name
Consultants	
Monticello College Alton, Illinois	Duncan Wimpress, President (also a participant)
Caudill, Rowlett, Scott Architects, Planners, Engineers Houston 27, Texas	John Rowlett, AIA
Indiana University Bloomington, Indiana	Dr. Elizabeth Greenleaf, Director of Residence Halls, Counseling, and Activities
Stephens College Columbia, Missouri	Dr. Marjorie Carpenter, Professor of Humanities
Morrison Cafeterias, Consolidated, Inc. Mobile, Alabama	John W. Hill, Vice President Gene Roberts, Assistant to Vice President
Florida State University Tallahassee, Florida	Mrs. Opal Corley, Administrative Assistant, Housing Office Jack P. Swartz, Associate Professor of Music
Staff	
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Participants

ALABAMA

Southern Union College, Wadley	Walter Graham, President

DELAWARE

Wesley College, Dover	Donald Douglass, Academic Dean

GEORGIA

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Andrew College, Cuthbert	George W. Gambill, President Dorcas H. Gambill, Counselor
Gordon Military College, Barnesville	Colonel Woodrow Light, Acting President R. D. Mohler, Acting Dean
Middle Georgia College, Cochran	Emory B. Grant, Comptroller L. E. Roberts, President
Norman College, Norman Park	G. O. Bailey, Dean-Registrar
Reinhardt College, Waleska	H. L. Fry, Business Manager
South Georgia College, Douglas	Irby D. Engram, Dean Charles H. Elder, Comptroller
Young Harris College, Young Harris	S. David Frazier, Dean of Students Robert P. Andress, Dean

KENTUCKY

Alice Lloyd College, Pippa Passes	William R. Hughes, Registrar Mrs. Ruth Brown Mrs. Katherine Wright
Bethel College, Hopkinsville	Mark Lowry, Dean Park Harris Anderson, President
Midway Junior College, Midway	Mrs. Kenney Harper, Dean of Residence Mrs. Lucille Johnson, Comptroller

MISSISSIPPI

East Central Junior College, Decatur	C. D. Brackeen, Dean

MISSISSIPPI

Perkinston College Perkinston	W. P. Lipscomb, Dean

NORTH CAROLINA

Brevard College, Brevard	Richard D. Howe, Residence Counselor
Chowan College, Murfreesboro	Ben C. Sutton, Business Manager
Gardner-Webb College, Boiling Springs	M. W. Gordon, Jr., Business Manager
Gaston Technical Institute Gastonia	Paul V. Smith, Registrar and Assistant to Director W. Robert Halstead, Director
Mt. Olive,Junior College Mt. Olive	Roy O'Donnell, Dean Danny W. Moore, Director of Student Personnel Services
Pineland College Salemburg	Willard J. Blanchard, President
Wingate College, Wingate	Budd E. Smith, President George Gerding, Director of Housing

TENNESSEE

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Martin Junior College Pulaski	James M. Barker, Dean of Faculty

VIRGINIA

Ferrum Junior College Ferrum	Raymond P. Carson, Dean of Men
Sullins College, Bristol	Ben F. Wheless, Dean of Faculty
Virginia Intermont, Bristol Bristol	John C. Allred, Director, Student Personnel Louis H. Taylor, Academic Dean
Marion College, Marion	Miss Sheffey, Testing and Counseling Miss Engelhard, Assistant Dean of Women